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Special training classes were provided for students who were not as ready for academic learning as other children. Reasons a student needed a special training class included: language or a cultural handicap, and birth injuries or later impairment from illnesses. In case of emotional blocks which stand in the way of normal achievement, a child would find shelter and understanding in special training until he was able to participate in regular classes. Special training classes tried to help the student become as much as possible like other in his age group. The teacher's objective was to create an atmosphere in which increased student achievement became possible. The primary department (grades 1,2,and 3) remained in a self-contained room with the same teacher for three years. The intermediate department (grades 4,5,and 6) was similarly arranged. There were two groups at the junior high school level; a terminal group remained in one room while those who would enter senior high school were in a departmentalized program. The senior high students were taught all subjects required for graduation by one teacher. Class size at all levels was limited to fifteen students. A teacher's guide for each level was presented with an introduction, list of objectives, sample unit, scope of classes, and resource materials.																					
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Basic Guide for SPECIAL TRAINING CLASSES

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CURRICULUM LABORATORY
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PALO ALTO UNIFIED SCHOOL DISTRICT
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**BASIC GUIDE FOR SPECIAL
TRAINING CLASSES**

in the

Palo Alto Unified School District

(Tentative)

**Materials included in this guide have
been developed in the classes of the
following teachers:**

**Primary level: Olive Kaufman
Intermediate level: James Miller
Junior high level: Peggy Fosdick
Senior high level: Geraldine Kickbusch**

**Geraldine Kickbusch, Chairman
Honor Adams, Consultant for Special Education**

**Palo Alto Unified School District
Summer 1962**

PREFACE

Purpose of the guide

This book is a statement of what one district, the Palo Alto Unified School District, believes to be the WHAT, WHEN, and HOW of special training classes. It describes what we teach, in what sequence, and by what methods. It contains descriptions of what the special training child is like at primary, intermediate, junior high, and senior high levels, as well as units typical of those used by four teachers.

Special training

Special training classes are for students who, for one reason or another, are not ready for academic learning as quickly as other children. They are classes for children who can learn, and who do learn with specially trained teachers in classes which are smaller than regular classes. There are many reasons why a student may need a special training class. In case of a language handicap or a cultural handicap, he may soon be ready for regular classes again. In case of a birth injury or later impairment from illness, he may need the special training (which will lead to vocational skills) throughout his twelve years in school. In case of emotional blocks which may be standing in the way of his normal achievement, he will find shelter and understanding in special training until he is able to participate in regular classes again.

General objectives

The objective for the student is to become as much as possible like others in his age group. He wants to learn to read, to do mathematics, to participate in playgroup and social activities. The teacher's objective is to create an atmosphere in which the student's achievement becomes possible. Teachers know that certain skills and types of behavior make students more acceptable. Teachers constantly watch the results of their teaching and re-evaluate their methods to facilitate the learning and behavioral changes in the students. The objectives of the consultant in Special Training are to help the teachers by providing materials they need, by arranging staff meetings at which experiences can be exchanged, and by acting as liaison between the general public and the department.

Organization and housing

Our department is headed by the consultant in Special Education. The department is comprised of five teachers at four school levels.

The primary department contains students in grades one, two, and three. They remain with one teacher in a self-contained room for three years. The

intermediate department contains students in grades four, five and six. They remain with one teacher in a self-contained room for three years. At the junior high level are two groups. Terminal students are with one teacher in a self-contained room which is ungraded. Those who will go on to senior high school are in a departmentalized program, spending three hours a day with the specially credentialed teachers, and three hours in other classes, such as art, P. E., sewing, and crafts. Those in tenth, eleventh, and twelfth grades are taught all subjects required for graduation by one teacher. For as many classes as possible, they are assigned to regular teachers. Later in this guide in the section on the senior high, an account is given of what happens to senior high people in such classes. Any student who finishes twelve years of work to the best of his ability receives a high school diploma.

Housing is in regular schools. This gives our people a normal pattern of behavior to follow and many contacts with age peers at recess, at assembly programs, and in the moments before and after school.

The physical appearance of each room is much like that of others in the building. The scope of materials available to the student is greater than in most rooms, however, for the spread of ability and skills is wider than in a normal classroom. At any level, for example, will be found students who are in the readiness stage for any project along with others whose performance rates but a little lower than that found in C lane classes at the senior high schools.

Students for any one program are brought by bus to the one school which that year has the program. School locations change from time to time, depending upon the press of numbers in the regular classes. Because the special classes move in toto from one school to another, taking their own desks, their own equipment, and their own student population and teacher, there is not much shock to the individual student. Making adaptations to new situations under which the frustrations are controlled by the teacher is good training in itself.

Size of the class is limited by the district to fifteen students. Attendance is remarkably good, because most of the students like to come to school to be with their friends and to be involved in the school activities. The carefully planned sequences in the subjects studied provide for success to people who have already met much defeat. To find a place where he can do work and get it right is a great point in favor of special training from the standpoint of the student.

Students are selected for our classes on referral from parents, teachers, doctors, or other adults concerned with the lack of progress in academic lines. If, following this recommendation, it is felt that the student may do better work in a smaller group where more individual attention is possible, testing is requested. There are no hard and fast rules as far as I.Q. measurement is concerned. The real test is whether a child can benefit from special training. In general, students will fall in a 50-70 range on the verbal portion of the I.Q. test administered. The assignment to the special

class takes place after the parents have given consent to the testing and have agreed to try the child out in the program. Retesting every two years, or oftener if it seems indicated, means that students may re-enter regular classes when their basic skills have improved so that they can carry on regular work without special help. As problems which have interfered with learning are lessened, basic skills have a chance to absorb the energy the child formerly directed toward fighting his frustrations. "Promotions" back to regular classes are most frequently with children who have an emotional problem, a language handicap, or a cultural handicap. Many of our students will remain within the group for the twelve years of school. For some, the ungraded class at Terman provides a way in which less able students can continue classes for four hours a day, school being a normal part of lives of children of their ages.

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*

PRIMARY LEVEL

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PRIMARY LEVEL INTRODUCTION AND OBJECTIVES

Characteristics of the primary level special training student

The special training student who is ready for school has already had a background of failure before he even begins. He has learned to walk and to talk later than the rest of the youngsters at home and in the neighborhood. When he did learn to talk, he may have had speech defects which made it difficult to understand him. He may have learned to attract attention to himself by hitting the other children. He may have found out that the best way is to keep quiet, very quiet, so that no one notices him.

He is, however, more like regular primary youngsters than he is different from them. His motor learnings come more slowly, but they do come. He learns to hop a little later, to skip when he is older, to tie his shoes and to dress himself when he is a little older. In dress, he reflects his parents' beliefs of what he should be, and he reflects their standard of grooming.

He is, more than most children, a reflection of his parents' attitude toward him. He may be anxious, very eager to please. He may be relaxed, already accepting himself as a human being with a right to progress at his own rate.

Student goals

1. To learn to read and write.
2. To do everything students in other classes do.

Teacher goals, general

1. To have the child experience success.
2. To encourage the child to go from one learning to another.

Teacher, goals, specific

1. To have the child become as much as possible like other children his age.
2. To teach the child to follow a daily routine.
3. To have the child learn to handle himself in a school situation.
4. To have the child get along with others on the playground.

SCOPE OF CLASSES

Basic to all classes are learnings in social skills and vocational skills. These are foremost in the teacher's plans, and are here listed before the traditional subjects.

Social skills

- Learning to ride on the bus to get to school.
- Learning to get along with others on the bus.
- Learning to go directly from the bus stop to the classroom.
- Learning to walk to the nurse's office.
- Learning to follow the teacher's directions.
- Learning to follow the rules on the playground.

Vocational skills

- Learning to get to the bus stop on time.
- Learning to recognize by the clock face time for class, for recess, for lunch, for dismissal.
- Learning to count by five's to sixty.
- Learning to recognize a penny, a nickle, a dime, a quarter, a half-dollar, a paper dollar, and a silver dollar.
- Learning to wash hands after recess and after going to the bathroom.
- Learning to check neatness of hair in the mirror in the classroom.
- Learning to take suggestions of others about grooming.
- Learning to keep fingernails clean.
- Learning to use Kleenex and to dispose of it in the wastebasket.
- Learning to dial his own telephone number.
- Learning to dial for Operator in case of an emergency.
- Learning to dial for information.
- Learning to dial a number left for information on where parent might be after school.
- Learning to watch for traffic lights.
- Learning to practice good pedestrian safety habits.

Reading

- Development of reading readiness.
- Learning to handle books.
- Learning to look at books.
- Recognition of letters of the alphabet.
- Development of kinesthetic skills in handling pencil and crayolas.
- Learning to listen to stories being read to the class.
- Learning to use puzzles to develop perception of shapes.

Arithmetic

- Development of number readiness.
- Learning shapes of numbers from one to five.
- Learning the number of the classroom.
- Learning own telephone number.
- Learning to count numbers of things in the classroom.
 - numbers of students
 - numbers of boys
 - numbers of girls
 - numbers of desks
 - numbers of pictures
 - numbers of doors

Science

Learn to observe the weather.
Plant seeds and bulbs to grow in classroom window gardens.

Language arts

Sharing time.
Experience charts.
Picture stories.
Readiness activities.
Learning sight words.
Writing name.
Writing telephone number.
Writing street address.
Writing titles of pictures.
Copying stories from the blackboard.

Social studies

Learning to live together as a class and as members of a regular school student body.
Home and family living.
Living in the immediate neighborhood of home.
Learning how the community meets basic needs.
Emphasizing the occupations of the parents as ones which help make a good community.

Health

Importance of washing hands after recess and before lunch.
Importance of good eating habits.
Importance of brushing teeth.
Importance of a proper amount of sleep.

Physical education

Games within the group.
Making friends with other youngsters on the playground.
Learning to follow directions of adult in charge on the playground.
Balls are rolled, tossed, or bounced, according to the coordination of the child.
Beanbag games are combined with drill on learning each other's names and in counting.

Arts and crafts

Weaving.
Making seed pictures.
Making greeting cards.
Knitting.
Making egg-shell faces.
Making Christmas tree decorations.
Making planters for flowers from cracked cups.

Music

Use of piano, radio, and phonograph.
Learn the "Star Spangled Banner," "America the Beautiful," and
"America."
Sing songs pertaining to social studies units.
Folk songs are particularly important since they are the type of
music family groups can enjoy and sing together.
The use of rhythm instruments is relaxing and enjoyable.

A SUGGESTED FIRST DAY PROGRAM FOR AN IMMATURE GROUP

What happens on the first day of school in a primary special education class? It depends largely on how much advanced planning the teacher has done.

In this section, we have included a "Suggested First Day Program." Besides listing the event and the hour for which each thing is planned, an explanation of what actually takes place is found under the "What We Do" column. On the arrival of the bus, for example, the teacher meets the bus at the bus stop. Unless the teacher does this, she may not have a class for the day. In order to start the habit training at once of coming directly from the bus to the classroom, she meets the class and gets them to the room.

Through setting up such a pattern, the teacher is also preparing for a possible emergency in which she might not be able to meet the class one day. In that case, habit training usually takes over. The students go directly from the bus to their room because this is what they have been trained to do as soon as they get off the bus.

This immediate response to cue is one of special importance for safety. Both teacher and pupils react immediately to fire drill bells, air raid signals, and other school rules. Through teaching immediate response, the teacher is able to minimize somewhat the slower action of her students. They do not waste time in deciding what to do. They know how to respond and do this automatically.

Every class is different, as is every teacher and every school. These activities are simply ones which are suggested, which have been used, and which have worked out well for primary classes.

EVENT

9:00 a.m.

WHAT TO DO

1. Teacher meets the bus outside building.
2. Teacher directs the students to the cloakroom.
3. Teacher introduces herself to the students and students give their names.
4. Teacher places prepared name tags on the individual desks.
5. Children find their places.

Pledge of Allegiance

1. The prestige "job" of leading the pledge will belong to an "old" child.
2. On the first day, the new children will do what the older children do, although they probably will not know the words of the Pledge.

First Day Program

EVENT

Music

Roll Call

Set Up the Calendar

Counting

Room number

Discussion

WHAT WE DO

1. Class sings "America."
2. The teacher can either accompany the children at the piano, or may use a recording of music.

1. Each child stands up when his name is called.
2. Later on, this task of calling roll can be assigned to the first child who can read all the names.

1. The calendar board is at the front of the room.
2. Today's date is placed on the calendar.
3. The rest of the days of the month will be filled in day by day.
4. Recognition reading words for some will be "September" and "Monday."

1. Count, in chorus, with the teacher leading, the number of children.
2. Count the number of boys.
3. Count the number of girls.

1. Recognize the number of our room.
2. Look at the room number outside the room.
3. Write the room number on the board.
4. Say the room number.
5. Student writes room number on the board.

1. Discuss playground rules.
2. Older students each tell about a rule they remember.
3. Teacher fills in with any rules the student may have forgotten.

First Day Program

EVENT

Planning

9:55 a.m.
Reading
Clock

Reading

WHAT WE DO

1. Plan what to do during recess.
2. Students talk about what they used to do at recess.
3. Decision is made as to what the group will do this recess.
4. Talk over the use of the laboratories.
 - a. School is our home while we are here.
 - b. We like a clean bathroom.
 - c. We will be as careful in the school bathroom as we are in the bathroom at home.

Notice the time of the first recess.

1. Evaluate the recess.
2. Discuss the rules of the playground.
3. Notice any people who followed the rules with special commendation.
4. People who did not follow the rules should have been corrected on the playground, if possible.

Reading Chart

1. Mr. Williams is our principal.
2. Mrs. Cawthron is our secretary.
3. Mrs. Bogner is our nurse.

First Day Program

EVENT

WHAT WE DO

1. Although most of the words on the chart will be new to the children, they are included on the chart.
2. After a few times, Williams, Cawthron, and Bogner will become recognition words, important for people in our class.
3. Mr., Mrs., is our, principal, secretary, and nurse will be words which will carry over for use in any school.
4. Of these words, the name of the nurse is the most important for the special training student.

11:00 a.m.

Walk Around the School

1. Walk to the office.
 - a. Later, meet the principal.
 - b. Later, meet the secretary.
 - c. Later, read the signs which show which desk belongs to the principal and which to the secretary.
2. Walk to the Nurse's Office.
 - a. Meet the nurse.
 - b. Emphasize the route from the classroom to the nurse's office.

Check

Reading Readiness Activities.

Preparation

Prepare for the next recess.

Health Discussion

1. Why do we need regular hours?
 - a. What time do you go to bed?
 - b. What time do you get up?
2. Why do we need well-balanced meals?
 - a. What did you have for breakfast?
 - b. If you could have anything you wanted for supper tonight, what would you choose?
3. Care of teeth, especially at school.
 - a. Who brought carrots in your lunch?
 - b. Who brought celery in your lunch?
 - c. Who brought an apple in your lunch?
4. Rinse mouth after eating.

First Day Program

EVENT

11:35 a.m.
Game Time

11:55 a.m.
Discussion

Various Activities

1:40 p.m.
Discussion

WHAT WE DO

Bean Bag Throwing.

1. After a few days, one child may toss the bag to another child, calling out his name as he tosses the bag.
2. Counting as a group as the bean bag is tossed is another possibility.

Drop the Eraser.

1. This game is fun.
2. It provides a chance to move about before the next quiet period.

Manners at Lunch

1. Where do we eat?
2. How do we eat?
3. What do we do with cores and sandwich wrappings?
4. What do we do with out lunch buckets after lunch?
5. What do we do with our paper lunch sacks?

Some Possibilities.

1. Listen to a record.
2. Sing.
3. Listen to a story.
4. Do clay work.
5. Draw a picture.

Manners on the Bus.

1. Our bus driver's name.
2. Why we obey the bus driver.

How we get ready to leave school.

1. Straighten our desks.
2. Erase the board.
3. Close the windows.
4. Get our lunch buckets.

How we take the Bus.

1. What way we walk to go to the bus.
2. Manners while waiting for our turn to get on the bus.

First Day Program

EVENT

2:00 p.m.

Leave for the Bus

WHAT WE DO

Teacher accompanies the children to the bus.

1. Children line up to get on the bus.
2. Children load into the bus.
3. The bus leaves.

A TYPICAL DAY'S PROGRAM FOR AN IMMATURE GROUP

The following section, "A Typical Day's Program for an Immature Group," is divided into Event and What We Do columns.

The Event column lists the activity and the time it occurs during the school day. The What We Do column describes an actual sequence of events and what materials or activities various groups of children are working on.

Included are activities which happen within the room, as well as ones in which the students perform part of the work of the school. An example of this is the work on the "Milk Route."

As soon as possible, special training students take over part of the work of the school outside their classroom in order to begin to learn to accept directions from other adults and to carry out a task when the teacher isn't there.

EVENT

9:00 - 9:15 a.m.
Opening Exercises

Milk Delivery

Number Concepts

WHAT WE DO

1. Pledge of Allegiance to the Flag, led by a child who has learned all the words.
2. Song, "America" or "The Star Spangled Banner," either with record or piano accompaniment.
3. Calendar: Children put the correct date on a teacher-made calendar.
4. Two children collect the roll sheets from the other rooms and deliver them to the school secretary.

1. Two children deliver milk to all rooms wanting it for the first recess.
2. Children doing this task must count out the milk ordered, count out the straws, and count out the correct amount for each room.

The remainder of the youngsters work on number concepts during this half-hour. These include work on the calendar, room number, telephone number, street address, collection and counting of milk money.

An Average Daily Program

EVENT

9:00 - 9:45 a.m.
Recess

Spelling, Reading, and Reading
Readiness

9:45 a.m.
Recess

WHAT WE DO

1. Children have recess at the same time other classes are on the playground, as soon as they can get along with the other groups.
2. Discussion of play yard manners and evaluation of behavior of class members on the play yard is a daily routine.

1. Some children will be ready for spelling words. These will be words which they read and which they will be most likely to use in writing: name, address, names of other children, teacher's name.
2. Children will be in all stages of reading readiness. Aid of a parent will be especially appreciated here, to relieve the teacher to help the youngsters who are really ready for reading. Parents can direct matching games or use of specially prepared work sheets while the readers work in a small group.

1. The alternation of rest and activity is very important with children who have short attention spans.
2. The recesses, which are part of every elementary child's daily program, give an extra opportunity for the youngsters to mix with their peers when they are ready to do so.
3. In their daily program, they also have a chance to serve the school through the handling of the milk program. These are prestige jobs, usually held by "old" children who have a good grasp of number concepts.

Average Daily Program

EVENT

9:55 - 10:50 a.m.
Reading, Free Choice

Milk Route

Game Time or Crafts Time

11:40 - 12:00 noon
Lunch Time

Music

WHAT WE DO

1. During this time, the teacher may read to the students, they may look at the books and magazines, and a few of them may want to read by themselves.
2. During the free choice period, the teacher has a chance to see what the youngsters select to do, and to note how they progress in more difficult activities when left on their own.

1. Two children make the noon milk route.
2. There may be two teams to handle the milk routes, as soon as the children can manage the necessary concepts.

1. Crafts for these children must be very simple.
2. Coloring and painting are the principal crafts.
3. Some carpentry is done.
4. See appended list of possible craft ideas.

1. We eat our lunches at a table in the courtyard.
2. We eat politely.
3. We put orange peelings and apple cores and paper napkins and sandwich wrappings in the wastepaper basket.
4. We rinse out our mouths after we eat.

1. Singing.
2. Records.
3. Folk songs are particularly important, since they are the type of music family groups enjoy and sing together.

Average Daily Program

EVENT

Writing, Phonetic Drill,
Instructional Films (see
attached list)

Free Choice

WHAT TO DO

4. The use of rhythm instruments is
relaxing and enjoyable.

1. For the non-writer, the teacher
writes his name and he traces it.
2. For writers:
 - a. Write your telephone number.
 - b. Write your street address.
 - c. Write the titles of pictures.
 - d. Copy stories from the board.
 - e. Write a story to a classmate
who is ill.
 - f. Write a thank you letter.
 - g. Copy a story from a book.

1. Look at books.
2. Play records.
3. Play games.
4. Draw.
5. Work with clay.

SUBJECT MATTER OBJECTIVES

The following section contains a list of suggested activities in different subject areas.

When the teacher glances over the list of vocational and social skills, many additional ideas will occur which she may want to add to this list of suggestions.

For arithmetic include a method of helping a child to understand the 5 family.

In the agenda will be found aids in arithmetic, film strips, and books we have found useful.

I. LANGUAGE ARTS

Sharing time

- To give each child a chance to talk.
- To give other children an opportunity to learn to be a good audience.
- To learn to sit quietly and listen.

Experience charts

- To write a story about a class activity.
- To write a story about a particular object that someone in the class brought to school.
- To formulate the rules of conduct, and to write them as a drill and to read them as a word-recognition exercise.

Picture stories

- To write the title of a story, after deciding what the story is about.
- To write a story about a picture, after deciding what the picture is about.

Readiness activities

- To pick out the picture which is different in a line of pictures.
- To circle the pictures that are the same in a line of pictures.
- To complete a picture which omits an essential part.
- To learn to work from left to right, as is necessary in reading.

Sight words

- To learn to match pictures and word cards.
- To learn to use cards with pictures on one side and the name of the picture printed on the other side.

II. WRITING (MANUSCRIPT)

Safety information

- To learn to write his name by tracing from a teacher-made copy.
- To learn to write his telephone number.
- To learn to write his street address.

Social writing

- To learn to write titles of pictures.
- To learn to copy stories from the board.
- To learn to write a friendly letter to a playmate who is ill.
- To learn to write a thank-you letter.
- To learn to copy from a reader.

III. MUSIC

Individual skills

- To learn to write the patriotic songs which are part of the day's program: "America," "America the Beautiful," "The Star Spangled Banner."
- To learn to sing songs pertaining to the social studies unit.
- To learn to sing songs which are sung by the other groups in school.

Group skills

- To learn to participate in the rhythm band.
- To learn to folk dance.

IV. NUMBER CONCEPTS

Definition

Number concepts begin with the numbers which children use every day. The calendar, the room number, the clock, the telephone number, street addresses, and counting are used.

Calendar

- To put the number of the day on a teacher-made calendar.
- To count the numbers of Mondays, Thursdays, and other days of the week.
- To read the number of days in the month.
- To count the number of days in a holiday or other special event.
- To count how many days are left in this month.

Room number

- To be able to pick out the number from other numbers.
- To be able to write the room number.

Clock

- To recognize the time when the bus arrives.
- To recognize the time for the milk delivery.
- To recognize the time for recess.
- To recognize the time for lunch.

Street address

- To recognize one's street address as a sight word.
- To be able to copy the name of the street.
- To learn to spell the name of the street.
- To be able to give information concerning street and number to a person asking for information.

Telephone number

- Be able to give one's telephone number orally.
- To be able to recognize one's telephone number on sight.
- Be able to write the letters and numbers in the telephone number.
- To be able to copy the telephone number.
- To be able to dial the telephone number.

Collection of milk money

- To be able to write the list of rooms to which deliveries are made.
- To be able to check off the number of each room as delivery is made.

V. MATHEMATICS

Concepts of addition and take away: the 5 Family

Materials

A work table.

Five spools for each child.

Method

Seat the children around a work table.

Give each child five spools from a box.

Ask each child to arrange the five spools in two rows.

The idea of "row" has to be taught.

One may arrange them *

Another may put them **

Yet another may put them as ***

**

Discuss the "same" of "different" arrangements of the children's rows.
Take one arrangement.

Change the top and put it on the bottom.
Show it with numbers on the board.

$$\begin{array}{r} 4 \\ +1 \\ \hline 5 \end{array} \quad \begin{array}{r} 1 \\ +4 \\ \hline 5 \end{array}$$

Put all the spools on the board.

Take away one.

Ask what is left.

Take away four.

Ask what is left.

Show it with numbers on the board.

$$\begin{array}{r} 5 \\ -1 \\ \hline 4 \end{array} \quad \begin{array}{r} 5 \\ -4 \\ \hline 1 \end{array}$$

Aids in Arithmetic for Primary Grades

Teacher-student made

Chart showing numbers
from 1 to 100.

This can be prepared by the senior
high group for use in the primary
class.

Spool board with 100 spools.

This can be a craft project for
either junior or senior high groups.

Pegs and peg boards.

These might be a project for advanced
woodshop classes.

Commercial aids

Large cardboard clock with smaller individual copies.

Practice patterns for arithmetic.

Adda-Count Scales.

Judy Number 1 to 10 puzzle.

Counters: spools, bottle caps, popsickle sticks.

Abacus.

Dominoes, both regular and large or cardboard ones.

Folding perception cards.

Flash cards.

CRAFTS FOR THE PRIMARY GROUP

Weaving

As Christmas gifts, some of the children may receive looms for weaving with loops. This requires the same technique as weaving paper mats with strips of colored paper. Some children may wish to work out color combinations with paper mats first. The random choice of colors always gives a charming effect for those who do not wish to do preliminary work.

Seed pictures

Have youngsters make a free-form drawing or a drawing with a compass. The teacher applies white glue to a small part of the drawing at a time. The child fills in the space with different kinds of dried peas and beans to make a seed picture.

Greeting cards

Have your friends save their greeting cards for you. Children can cut out the pictures which please them and paste them in folders made of colored paper. Some children will be able to write underneath the picture a message, "From _____." A good source of cards is to request that card shops save their sample books for you. These are available soon after New Year's.

The individual touch

Keep a camera at school and film for taking individual pictures. Include a picture of the child on a folded-paper greeting card. Snapshots of the child make these cards really precious to the grown-ups who receive them.

Knitting

Knitting washcloths is within the ability of this group. Use cotton yarn and #4 size needle. Count the stitches when they are put on, and several times during the knitting process. The teacher will probably have to cast on the stitches and to bind off the work, as well as to knit across occasionally to loosen up the work.

Use egg shells

Egg shells made good backgrounds for painting faces. Fill the shells with earth and plant grass. The grass makes hair for the shell-face.

Christmas tree decorations

Make a batch of flour salt dough. Cut out stars and crescents, and make a small hole so there will be a place for a string to tie the ornaments on the tree. Color the dough. Sprinkle sparkle-dust on the shapes while they are wet.

Crafts for primary group

Planters from cracked cups

Ask your friends to give you cracked cups, bowls, pitchers, and dishes. Use these containers for miniature gardens. Arrange the container so that the crack doesn't show from the side facing the room. You can probably pick up cracked utensils from rummage sales by explaining the use you have for them. These miniature gardens make wonderful take-home presents for parents at Christmas and at the year's end.

FILMS AND FILMSTRIPS FOR SOCIAL STUDIES

- M-731. "Friends," "Fun of Making Filmstrips on Holidays."
- F-3048. "Washington's Birthday."
- M-29. "Airplane Trip."
- M-1375. "Airport - Passenger Flight."
- M-31. "Boats."
- M-32. "Bread."
- M-797. "Bus Driver."
- M-798. "Building a Highway."
- M-5001. "California Centennial."
- M-2025. "California Golden Beginnings."
- M-1414. "Indians of California." Part I, Village Life.
- M-1415. "Indians of California." Part II, Food.
- M-809. "Santa Clara County."

In connection with the study of Indians, one might show other children, e.g.,

- M-353. "Children of China."
- M-33. "Children of Holland."
- M-34. "Children of Switzerland."
- M-35. "Eskimo Children."

BOOKS

Illustrated Treasury of Children's Literature (Grossett and Dunlap)

Dog Stories - A Giant Golden Book

Santa Claus Book - A Giant Golden Book

Christmas Book - Golden Book

A. Lincoln - by Bella Koral (Random House)

George Washington - by Bella Koral (Random House)

Young Reader's Book of Presidents - Wonder Book

Heroes and Holidays - by Virginia Cunningham (Whitman Pub. - Wisconsin)

Better Homes and Garden Story Book

Giant Golden Books

small Golden Books

Wonder Books

Stories from The Instructor)

Stories from The Grade Teacher)

) Magazines

*

INTERMEDIATE LEVEL

*

INTERMEDIATE LEVEL INTRODUCTION AND OBJECTIVES

Characteristics of the Intermediate Level Special Training Student

The intermediate level student comes to his class with all the eager curiosity about things and how they work that all children his age have. He is lucky, because while regular classes may read in a book about building a house, his teacher will probably arrange for the class to walk to a construction job near the school where the processes of making a house can be noted, as well as the work done by the carpenter, plumber, painter, and clean-up men.

He may be reading by this time, and his teacher provides several sets of books on different levels. These sets may be kept in bookcases away from the desks, and the students get books of one set at a time, thus receiving a break from their quiet reading activity to one of moving around the room.

This child loves games, and will play with educational drill cards if they are part of a social situation. He needs to begin to learn to dance now, too, so that he will be ready for junior high social events.

Student goals

1. To do everything that everyone else his age is doing.
2. To learn more reading, writing, and arithmetic.
3. To do things, to see things, to touch things, to become personally and physically involved with many things in his environment.

Teacher goals

1. To have the child accept himself, and go on with the task of becoming as much as possible like others his age.
2. To have the child use the social learnings he has acquired at home and at school in the wider area of his neighborhood.

Teacher goals, specific

1. To have the child like books.
2. To increase the student's reading vocabulary to include the names of his classmates as well as his own name, address, city and state.
3. To have the child communicate with others on the telephone using good manners.
4. To help the child progress as far as he is able in academic lines.

SCOPE OF CLASSES

Basic to all classes are learnings in Social Skills and Vocational Skills. These are foremost in the teacher's plans, and are here listed before the traditional classes.

Social skills

- Learning to get to the bus stop on time to catch the bus.
- Learning to get along with others on the bus.
- Learning to accept the rules the bus driver sets.
- Learning to go directly from the bus stop to the classroom.
- Learning to walk to the nurse's office, the principal's office, and the library.
- Learning to come directly back to the classroom after an errand.
- Learning to play games both with the class group and with others on the playground.
- Learning to walk through a store without touching things.
- Learning to check out a book from the library.

Vocational skills

- Learning to get to the bus on time.
- Learning to follow the school schedule, recognizing the clock face for times of classes, recess, lunch, and dismissal.
- Learning to recognize time by the hour and the half-hour.
- Learning to recognize in writing the days of the week.
- Learning to look at a calendar to find out what the date is.
- Learning to count by one's to twenty-five.
- Learning to write the numbers from zero to nine.
- Learning to write his own telephone number.
- Learning to write the telephone numbers of classmates from a reading chart.
- Learning good telephone answering manners.
- Learning to limit telephone conversations to friends.
- Learning to relinquish the party line upon request.
- Learning to call for information on the telephone.
- Learning to select which clothes to wear to school.
- Learning to carry a pocket comb and to use it when necessary.
- Learning to check grooming in the classroom mirror.
- Learning to wash hands after recess.
- Learning to walk to a shopping center near school using safe pedestrian habits.

Reading

- Further development of a sight vocabulary.
- Use of beginning sounds for word recognition.
- Further work with the alphabet.
- Reading from charts prepared by the teacher from class experiences.
- Reading from different sets of books to get used to adapting to different sized types.
- Continued vocabulary development.
- Continued application of phonics.

Arithmetic

Counting by five's to one hundred.
Writing by five's to one hundred.
Counting by ten's to one hundred.
Writing by ten's to one hundred.
Learning to write the home address, telephone number at home and at school, and the school address.
Learning combinations of five's.
Learning combinations through ten.
Beginning subtraction for some.
Learning to write the date and the year.
Learning to write birthdate the short way.
Use of yardstick and ruler to measure things in the classroom.
Learning to write "inch," "foot," "yard."

Science

Study through observation, reading, and reading charts
the sea
the sky
the mountains
the valleys
the rivers
the lakes
the forests
the hills
the snow fields
the deserts

Language arts

Capitals for the beginnings of sentences, I, Mr., Mrs., Miss, names of people, schools, towns, streets, states, days, months, holidays.
Periods at the ends of sentences.
Comma in dates.
Question mark.
Plurals formed with the addition of "s."
Indenting for paragraphs.
Traditional writing, manuscript to cursive.
Spelling using words from reading, most common words, and words from interest areas.
Spelling procedure: List, Discuss, Use, Test.

Social studies

Introduction to Physical California
Transportation in California
Farms and Ranches

Homes and Schools
Our Natural Resources
Ships and Harbors
Airports and Airplanes
Sky, Space, Missiles

Health

Measuring the height and weight of students each month.
Visit of the nurse with eye tests.
Shopping for and preparing good sack lunches.

Physical education

Group games, especially ball games.
Shuffle board.
Beanbag toss.
Hop scotch.
Beginning of social dancing.
Folk dancing.

Arts and crafts

Painting.
Carpentry.
Modeling.
Kite making.
Crafts in connection with social studies units.

Music

Listening to records and radio.
Folk songs.
Rhythm band.

A UNIT IN SOCIAL STUDIES

The work in this section is that of Mr. Jim Miller, who has outlined two years of social studies based on Irmagarde Richard's Our California Today, of the California State Series.

For Mr. Miller's class, each student had a copy of the book. Those who were able read aloud. The rest made suggestions for the reading chart which the teacher wrote with a felt-point pen. Later these charts were used for drill and review.

For each lesson the teacher used several sets of texts. As he finished with the part he wanted to use, students in turn returned their books to the bookcase and selected the next text required. This offered an excellent example of the rhythm of activity and rest needed in teaching children.

Mr. Miller's room was a colorful one, decorated with huge flying fishes made by his class. One knew that learning went on, with a deep appreciation for the real worth of the children in the room.

PARTIAL OUTLINE OF SOCIAL STUDIES FOR TWO YEARS

For an Elementary Class in Special Training

First Year

- I. Introduction to Physical California
- II. Transportation in California
 - A. Roads and automobiles
 - B. Trains and railroads
 - C. Ships
 - D. Airplanes
 - E. Trade
- III. Farms and ranches
 - A. Markets
 - B. Farms - physical layout
 - C. Vineyards and orchards
 - D. Ranches
 - 1. Cattle raising
 - 2. Cowboys
 - E. Poultry
 - 1. Chickens
 - 2. Ducks
 - 3. Turkeys
 - F. Dairies
 - 1. Cows
 - 2. Goats
- IV. Homes and schools
 - A. Building new homes and schools
 - B. Materials for building
- V. Our natural resources
 - A. Water
 - B. Our fertile soil
 - C. Our green forests
 - D. Fish and game
 - E. Our mineral resources
 - F. Power
 - G. Conservation

Second Year

- I. Review transportation in California
 - A. Roads
 - B. Trains
 - C. Ships
 - D. Airplanes
 - E. Trade
- II. Ships and harbors
 - A. Palo Alto harbor and area
 - B. San Francisco Bay
 - C. Ships
 - 1. Freighters
 - 2. Tugs
 - 3. Fireboats
 - 4. Naval ships
 - D. Workers
- III. Airports and airplanes
 - A. Palo Alto Airport and private planes
 - B. San Francisco Airport and commercial planes
 - 1. Passenger
 - 2. Freight
 - 3. Mail
 - C. Moffett Field - military
- IV. Sky, space, missiles
 - A. Helicopters
 - B. Rockets
 - C. Air fan

INTRODUCTORY UNIT TO PHYSICAL CALIFORNIA

Typography of California

Richards, Irmagarde, Our California Today, California State Series, Sacramento, 1957.

1. Sea
2. Sky
3. Mountains
4. Valleys
5. Rivers
6. Lakes
7. Forests
8. Hills
9. Snow Fields
10. Deserts

Below is a sample chart of basic concepts. These charts are typically developed by the class and with the teacher's aid. They are used for reading experiences.

In this Study Guide, we have used primary type to indicate the reading charts, in contrast to regular type for study and outlines and study questions.

The Pacific Ocean is big.
The ocean is a highway.
There are fish in the ocean.
There are ships on the ocean.

We like to go to the ocean.
We like to swim.
We like to play in the water.
We like to see the ships.

SEA

Facts

1. Palo Alto is located on a bay.
2. The bay leads to the ocean.
3. The Pacific Ocean is along the coast of California
4. The Pacific Ocean is very large.
5. The ocean has tides.
6. The ocean and bay are salty.
7. The ocean has waves.
8. The ocean has plant and animal life.

Why the Sea is Important

1. Fish
2. Plant food
3. Mineral and oil riches
4. Water source

Language and Vocabulary

New Words

1. new
2. might
3. Pacific Ocean
4. shore
5. thousand
6. miles
7. fish
8. breezes
9. climate
10. heat
11. cool
12. fog
13. rain
14. snow
15. drops

Old Words

1. raise
2. livestock
3. highway
4. ships

SKY

Facts

1. Palo Alto is located under the sky.
2. The skies are filled with stars.
3. As the earth turns, the sun crosses through the sky during the day.
4. As the earth turns, the moon sometimes crosses through the sky during the night.
5. The sky during the winter is cloudy.
6. The sky during the summer is clear with high fog.

Why the Sky is Important

1. Health.
2. New frontier.
3. Sun's rays.

Language and Vocabulary

New Words

1. stars
2. moon
3. sun
4. warmth
5. living
6. things
7. strong
8. clouds
9. crossing
10. brought

Old Words

1. beautiful sky
2. "Sunny California"
3. reaches
4. Pacific

The sky is blue.

There are stars in the sky.

There are clouds in the sky.

The sun is in the sky.

The moon is in the sky.

HOMES AND SCHOOLS

Questions on Building New Schools and Homes

Our California Today, Chapter 15, "Building a New School."

1. Who are the men that build our schools?
2. What do they do at first?
3. What kind of equipment do they use?
4. Are there men digging?
5. What men dig the foundation?
6. What men pour the foundation?
7. Who are the men that work with the lumber?
8. Who puts in the wires?
9. Who puts on the roof covering?
10. Who puts in the driveways?
11. Who puts in the sidewalks?
12. Who puts in the plumbing?
13. Who puts in the glass.

We like to see the men build.
First the men dig a hole.
Then they put wood frames into the hole.
They pour concrete into the wood frames.
There are men that dig.
There are men that pour the concrete.
There are men that smooth the concrete.
Some men come to put in the pipes.
Some men come to put in the wires.
Some men put in the glass.
Some men put up the bricks.
The men who put up the wood frames are
called carpenters.
They saw the wood.
The wood is called lumber.
It takes many men to put up a house.
See how many you can count.

HOMES AND SCHOOLS - BUILDING

Questions on materials for building

Our California Today, Chapter 16, "Materials for a Building."

1. What do we get from a forest to make a house?
2. Where do we get the sand?
3. Where do we get the gravel?
4. Where do we get the asphalt?
5. Where do we get the concrete?
6. Who makes the wire?
7. Who makes the glass?
8. Where do the nails come from?
9. What are raw materials?
10. What are finished materials?
11. What is stucco?
12. What is building block?
13. Where does clay come from?
14. Where is clay used in the house?
15. Where is steel manufactured?
16. What is asbestos?
17. How is aluminum used?
18. What is plaster?
19. How do truck drivers work?

OUR NATURAL RESOURCES

Questions on Water

Our California Today, Chapter 17, "Water, Our Most Precious Resource."

1. Where does our water come from?
2. Is it pure water?
3. What is pure water?
4. Where is water stored?
5. How do farms get their water?
6. Why is the ocean important to our supply?
7. Where is water stored by nature?
8. How does a forest save water?
9. Why are dams important?
10. How is a dam built?
11. How is a dam used in irrigation?
12. How do we get electricity from a dam?
13. What are some of our big river dams?
14. What is a well?
15. Why is our ground level sinking?
16. Name some good northern rivers?
17. Where is Shasta Dam?
18. Why does the south need water?
19. Where is Hoover Dam?
20. Why is it important?

WATER READING CHARTS

Water is good to us.

We drink it.

We wash with it.

We swim in it.

We store water behind big dams.

We use the water in our homes.

We use the lakes behind the dams to fish
and boat in.

The dams give us electricity.

The dams give the farmer water.

We go down into the earth for water.

We drill into the ground.

We call these holes wells.

OUR NATURAL RESOURCES

Questions on Our Fertile Soil

Our California Today, Chapter 18, "Our Fertile Soil."

1. Where is the most fertile soil?
2. Where is the worst soil?
3. Why is there such a difference?
4. What do we have to do to keep a soil fertile?
5. What is rich topsoil?
6. What happens in the hills when the grass won't grow?
7. How does a rancher prevent scalping?
8. How do we enrich the soil?
9. What do the farmers do to save the soil?

The farmer needs good soil.
His crops are bigger.
His cows give more milk.
The animals put on more weight.

The rancher must be careful.
His animals must not eat close to ground.
The soil will stay on rooted ground.
If the roots go, the good soil washes away.
Then there is no grass.

Farmers come together.
So they all can work together on the land
problem.

OUR NATURAL RESOURCES

Questions on Our Green Forests

Our California Today, Chapter 19, "Our Green Forests."

1. Where does lumber come from?
2. Why are our forests valuable?
3. Where do forests grow?
4. What sort of forest is along the coast?
5. Where are the biggest redwoods?
6. What other trees are there in the forest?
7. What made people come to California?
8. What did they need?
9. Did San Francisco have forests?
10. Why did they disappear?
11. How did Redwood City get its name?
12. How did the lumbermen get the northern forest?
13. Who owned most of the forest land?
14. Why did they give this land away?
15. How were the forests used?
16. Were they careful in their logging?
17. What happened to the land with wasteful lumbering?
18. What happened to the range lands?
19. What did people come to realize?
20. Where are the forests safe?

21. What is a national park?
22. What is a state park?
23. How do we keep trees healthy?
24. What is meant by conservation?
25. Why is fire so dangerous in the forests?

We get lumber from the forests.
The trees are cut down.
They are taken to the mill.
They are cut into boards.

We get our sand from the hills.
We get some from the sea.
We get gravel from the hills.

Concrete comes from the bay.
Steel comes from the east.
Aluminum comes from California.

Glass comes from the sand.
The wire comes from the sand.

We use lumber in our homes.
The lumber comes from trees.
The trees are in the forests.

We have big redwoods.
We have pine trees.
We have fir and cedar trees.

We had forests around Palo Alto.
They needed lumber.
They cut down the forests.
We still have our Palo Alto tree.

Forests are like crops.
They must be taken care of.
They must be cut wisely.

Forests must be protected from fire.
We have firemen who fight the fires.

Questions on Fish and Game

Our California Today, Chapter 20, "Fish and Game."

1. What is game?
2. What happened to the animals in California?
3. Who needed the meat?
4. What laws were made?
5. How are animals and fish protected?
6. What is the story of the otter and the beaver?
7. What is a game refuge?
8. How do we help the ocean fish?
9. Is ocean fishing a big business?
10. Do we enjoy ocean fishing as a sport?
11. Where are trout hatched?
12. How do they get into the streams?
13. How are fish protected in the rivers?
14. What is a fish ladder?
15. Why is dirty water a danger to fish?
16. How do we clean up our rivers?

We like wild animals.

They are called game.

They are used for food.

They are used for clothing.

Long ago, we had many otters and beavers.

The fur was very good.

There was a big need for the skins of the
otter.

So they were killed off for their skins.

Today, the rangers look after the otters.

The herds are becoming larger.

They live near Monterey Bay.

Ducks and geese have game refuges.

They can eat and rest there.

No one will hurt them.

The Palo Alto duck pond is a game refuge.

We hatch fish.

We put them into streams.

We help the salmon with fish ladders.

Questions on our Mineral Resources

Our California Today, Chapter 21, "Our Mineral Riches."

1. Where do we get minerals?
2. How many minerals are found in California?
3. What are metal ores?
4. Can you name four metals?
5. What is the most important metal found in California?
6. How did they get the gold out of the streams?
7. What are some building materials?
8. What are gems?
9. Are all stones gems?
10. What is a saline mineral?
11. Where do we get salt?
12. Where do we get the other saline minerals?
13. What minerals are used for fertilizers?
14. Where do we get oil?
15. What else do we use for fuels?
16. Where does the gas come from?

We get minerals out of the earth.
We get minerals from the sea.
We can pick up minerals off the ground.
We washed the gold from the streams.
We ran water over the sand and gravel.
We washed away the light materials.
We use minerals in building.
We use clay.
We use sand.
We use granite.
We get our salt from the ocean.
We have a big salt plant in the bay.
It puts the salt water into pools.
The water evaporates.
The salt is left at the bottom of the pool.
We drill for oil.
We get gas.
We get dyes.
We get gasoline.

OUR NATURAL RESOURCES

Questions on Power

Our California Today, Chapter 22, "Power for Machines."

1. What is the oldest type of power?
2. What did man start to use first?
3. How did men use water power?
4. What is a mill?
5. What is steam?
6. How can it be used to make power?
7. Do we need fuel to run our machines?
8. What is used to make steam?
9. Why was steam expensive in the west?
10. Why was oil an important discovery?
11. What do we use water for in making power?
12. Electric power is important in what industries?
13. What do we manufacture?

We use water to turn a wheel.
We can run a machine from the wheel.
We can grind flour.
The streams in the north can run mills.
They are far away.

They used steam to turn the wheel.
When water boils we have steam.
We can make engines run with steam.
But coal is expensive.

We found oil in California.
It gave us a good fuel for our factories.

We also get gas from our oil wells.
We use the gas for heat and cooking.

We get electric power from the dams.
We can have many factories because of this
power.

OUR NATURAL RESOURCES

Questions on Conservation

Our California Today, Chapter 24, "Saving Our Natural Resources."

1. Are our natural resources increasing?
2. How can we protect our resources?
3. How does a farmer preserve his soil?
4. How does a lumberman preserve his forest?
5. How does a fisherman save his fish?
6. Can we ever recover the lost resources?
7. What shall we do with our remaining resources?
8. Should we work together?

We must be careful with our resources.

We must take care of our fish.

We must take care of our forests.

We must take care of our soil.

We must take care of our power.

We must conserve our minerals.

It takes nature a long time to make anything.

If it is used up, it is gone forever.

We must look forward to other children.

They will like to have some of the things that we have.

If we take care of them, the future children can also be happy.

LANGUAGE ARTS ACTIVITIES

Punctuation

- A. Capitals
 - 1. For the beginnings of sentences.
 - 2. I
 - 3. Mr., Mrs., and Miss
 - 4. Names of people, schools, towns, streets, states, days, months and holidays.
- B. Periods at the end of sentences.
- C. Comma in dates.
- D. Question mark.
- E. Plurals - addition of "s."
- F. Indenting for paragraphs.

Handwriting

- A. Manuscript writing.
- B. Cursive writing.
- C. Transition from manuscript to cursive.

Spelling

- A. Words from reading.
- B. Most common words.
- C. Interest words.
- D. Procedure
 - 1. List
 - 2. Discuss
 - 3. Use
 - 4. Test

Arithmetic

- A. Use of material from the first to sixth in the arithmetic guide.
- B. Material may be selected by the teacher from the guide for her particular class.
- C. Different children may need entirely different materials and areas.
- D. Palo Alto K-6 Guide is good.

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JUNIOR HIGH LEVEL

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JUNIOR HIGH LEVEL INTRODUCTION AND OBJECTIVES

Characteristics of the junior high special training student

The junior high level student has learned to work with the people in the classroom and is ready to adapt to other teachers and to being a member of a regular class. For part of the day, he will be with his special teacher; for part he will be with teachers of arts, P.E., crafts, sewing, foods, and manual arts.

This child feels intensely the differences between his classroom and other rooms. He resents everything that marks his room as special. He wants to carry the same books as others do; he wants friends outside of the special group. He seeks approval of other students as well as of adults. He observes how other people act, and practices social skills which he feels are necessary. He looks for a leader, and often finds one to whom he becomes devoted. He does not use his good judgment in the selection of his pals. His reading allows him to read want ads and advertisements. He is able to read simple printed directions. He can use a dictionary to find a word, or can locate a telephone number. He can write a simple letter and fill in an application blank.

Student goals

1. To be as nearly identical as is humanly possible to all other junior high students: to dress the same, to carry the same books, to listen to the same TV programs.
2. To attend social affairs at school as well as dances within his own group.

Teacher goals, general

1. To have the student learn to control himself, his temper, his reaction to teasing, his desire to break into unacceptable behavior especially when he is away from the special training room.
2. To have the student get along with other teachers, with other students, and with the student body of which he is a part.
3. To assign him to as many regular classes as is possible, when he can get along with others and follow directions.

Teacher goals, specific

1. To progress at his own rate as far as is possible with reading, writing, and mathematic skills.
2. To progress as far as possible in such social skills as being able to tell time, to be on time, to come to class with necessary materials, and to work with a group on a project.

SCOPE OF CLASSES

Basic to all classes are learnings in Social Skills and Vocational Skills. These are foremost in the teacher's plans, and are here listed before the traditional classes.

Social skills

- Learning to set his own alarm clock to get up in the morning.
- Learning to get up in time to eat a good breakfast.
- Learning to get to the bus stop on time to catch the bus, or learning to ride a bicycle well enough to ride to school and back home again.
- Learning to get along with others on the bus.
- Learning to go directly from the bus stop or the bicycle rack to the classroom.
- Learning to bring a written excuse following an absence.
- Learning to get to the different classrooms where he has classes.
- Learning to open his hall and gym locker.
- Learning to read the school schedule.
- Learning to get to the cafeteria.
- Learning to bring enough money for his lunch.
- Learning to follow the rules in the cafeteria.
- Learning to get to the assembly.
- Learning the school songs and yells.
- Learning to accept direction from the librarian, teachers in other classes, and counselors.
- Learning to read the cafeteria menu.
- Learning to dance.
- Learning to operate a film-strip projector.
- Learning to fill out hall passes.

Vocational skills

- Learning to get to the bus on time.
- Learning to follow the school schedule, recognizing time for class, brunch, lunch, dismissal, and getting to the bus stop to catch the bus home.
- Learning to write time by five minute intervals, such as is needed on passes: 1:45, 2:20.
- Learning to recognize, read, and spell the names of the days of the week and months of the year.
- Learning to write his birth date the short way, used on application blanks: 9/11/46.
- Learning to count money, such as money he has, or money in the teacher's coin purse.
- Learning to write numbers from one to one thousand, illustrating ability to form numerals clearly and ability to recognize sequence of numbers.

Learning to write the numbers from five to one hundred by fives.
 Learning to write the numbers from ten to one hundred by tens.
 Learning to use the signs ¢ and \$.
 Learning to walk from his home to a shop, buy an article, get the change, and return directly home.
 Learning to write the telephone numbers of his friends.
 Memorizing his own telephone number and the telephone number of his parent's place of employment.
 Learning to write his own address and the business address of his parents.
 Learning to write the name of the street on which he lives, his city, his country, and his state.
 Learning to write both by manuscript and cursive essential information requested on an application blank.
 Learning to hunt up addresses of classmates, using the telephone directory.
 Memorizing the school address and telephone number.
 Learning good telephone manners.
 Learning to ask for information over the telephone.
 Learning to take down information for another person, such as who called, what the call was about, and obtaining a return contact telephone number.
 Learning to use a coin box telephone.
 Learning to help buy his clothes for school.
 Learning to accept authority from adults around school.
 Learning to type well enough to use a typewriter for filling in an application blank.
 Learning to carry a pocket comb and to use it when necessary.
 Learning to check on the cleanliness of hands and fingernails.
 Learning to ride a bicycle, following safety rules.
 Learning to do a service job, such as a garden clean-up or kitchen clean-up.
 Learning to bring his work materials with him.
 Learning to clean up after himself on the job, whether in the classroom or outside the classroom.
 Learning to open his hall locker and his gym locker.

Reading

Continue with phonetic approach.
 Start beginning readers on word recognition using words from Ride It Right.
 Include school materials in reading lessons: daily bulletin, school newspaper, school schedule, daily schedule, registration cards, report cards, the telephone book, the Palo Alto Times.
 Slant toward vocational training through safety rules for shop, directions for cooking and sewing projects, and through use of teacher-written materials concerning service jobs.

Mathematics

Developmental work, according to ability of child. Some may wish to follow state texts, which are available to any student.

- Writing numbers from one to one thousand.
- Writing from two to one hundred by twos.
- Writing from three to ninety-nine by threes.
- Writing from four to one hundred by fours.
- Writing from five to one hundred by fives.
- Writing from ten to one hundred by tens.
- Making a chart of the times tables for reference.
- Making a calendar each month.
- Addition.
- Subtraction.
- Borrowing.
- Subtraction in practical situations.
- Use of real money in counting change.
- Multiplication for some.
- Measurement by inch, foot, yard.
- Measurement by decimals using an odometer in a car on a field trip.

Science

- Nutrition and Growth
- Community Health
- Mental Health
- Safety
- First Aid

Language arts

Spelling: Words chosen from reading material and interest areas.
State texts are available for those who wish them.

Discussions on films and TV programs.

Penmanship: Writing to study questions and answers provides daily practice.

Social studies

- The Growth of Democracy
- Development of the U.S.A.
- Regional Topography
- Lives of Famous People
- Constitution of the United States

Privileges and Responsibilities of a Citizen in a Democracy
The Westward Movement
Current Events

Health

Personal Hygiene
Nutrition and Growth
Community Health
Safety and First Aid
Recreation and Leisure Time Activities

Physical education

When students can get along with others and follow directions, they are assigned to regular P.E. classes.
Learning to open P.E. lockers.
Learning not to leave valuables in P.E. lockers.

Arts and crafts

Students who can get along with others and follow directions are assigned into regular arts and crafts classes.
Media used are clay, mosaics, water color, finger paints, and other materials.

Music

Students who have an aptitude for music and who read music are assigned to regular classes for vocal and instrumental music. Within the classroom students enjoy singing folk songs, popular music, rock and roll, and Western music. They enjoy listening to records ordered through IMC and to selected radio programs.

Integrated subjects

As soon as it is possible for a student to handle the work in a regular class, he is given an opportunity to try. Matching of student and teacher personalities is of great importance here.

Art classes include Introduction of Art, Crafts, Ceramics, Painting and Drawing, Sketching, and Two Dimensional Design. Students' work is exhibited in offices and in art shows and display cases.

Music includes Glee Club, Orchestra, Band, and Choir.

Industrial Arts offers pre-vocational training in the care of tools, in learning to use materials without wasting them, and in learning to do accurate measurements. Included are courses in General Shop, Metal Shop, Wood Shop, Repair Shop, and General Repair Shop.

Home Arts are of great importance to everyone. Included are Homemaking I for Girls, Food I, Clothing I, Boys' Cooking, and Teen Workshop.

Business Education includes Beginning Typing and Office Practice.

Whenever it is not possible to assign a student for work in regular classes, an opportunity for experiences in home economics, practical household skills, and manual skills is provided within the special training department.

A UNIT IN UNITED STATES HISTORY

Topics we study

The Growth of Democracy

- I. The meaning of government
 - A. In the school.
 - B. On the playground.
 - C. In the community.
 - D. In the county.
 - E. In the state.
 - F. In the nation.
- II. Development of U.S.A.
 - A. Social.
 - B. Political.
 - C. Economic.
- III. Regional geography
- IV. Lives of famous people in the past
- V. Constitution of the United States
- VI. Privileges and responsibilities of a citizen in a democracy
- VII. Brief study of the westward movement
- VIII. Current events

Some Successful Activities

1. Use road maps to develop the idea of the westward movement.
2. Use maps to show trips individual students have taken across the continent.
3. Learn the names and capitols of the states.
4. Use outline maps to draw and follow characters in the California State Booklets.
5. Use regular social studies films weekly in cooperation with regular classes.
6. Collect newspaper clippings of national and local events. Discuss.
7. Learn to read road map and figure mileage.

A UNIT IN HEALTH EDUCATION

Health Education is stressed daily in all special training classes. In addition, a one-semester class in Hygiene is offered to all junior high school students. In the special training class, these topics are found to be most useful:

Personal Hygiene
Nutrition and Growth
Community Health
Mental Health
Safety and First Aid
Recreation and Leisure Time

Materials	Methods
I. Body Function: Personal Hygiene	I. Successful Activities
A. Care of eyes, ears, nose and throat.	A. Collect newspaper and magazine ads. Compare and discuss.
B. Care of teeth.	B. Demonstrate the proper method of brushing the teeth.
C. Care of hands and feet.	C. Work out a chart for personal cleanliness. Each child keeps his own chart, checking on hair, skin, nose, hands, fingernails, and grooming.
D. Care of face and skin	D. Have school nurse or other professional person tell about skin and hair care. 1. Stress cleanliness at home and at school. 2. Stress no sharing of comb or lipstick.
E. Use of individual towels, toothbrushes, and combs.	E. In crafts, embroider or stencil on names of family on towels for home use.

Materials	Methods
F. Considerate use of toilet and bathing facilities.	F. Discuss why it is necessary to be considerate in a household of several people and only one bathroom. 1. What is meant by $1\frac{1}{2}$ bath home? 2. Why would a partial bath in the garage be a help for a mother?
G. Sufficient sleep for rest, growth, health, and energy.	G. Have oral check on the amount of sleep every week or so.
H. Clothing, proper type for weather.	H. Collect pictures for bulletin board, selecting pictures from teenage fashion magazine.
II. Nutrition and Growth: Ways to Safeguard Health	II. Activities for Nutrition and Growth
A. Proper diet.	A. Plan Menus. Exchange recipes. 1. Learn the seven basic foods. Make a chart of them to show balanced diet. 2. Cut out magazine pictures of food. Label them as to type.
B. Sleep and rest.	B. Keep track of the hours of rest each night. 1. Discuss body growth and rest needs. 2. Make a bulletin board on types of mattresses.
C. Development of good personal habits.	C. Keep chart on following topics: 1. Daily bath. 2. Clean clothes. 3. Clean nails. 4. Combed hair. (Check individual charts against class suggestions for improvement.)
D. Avoidance of Infection.	D. Learn to keep well. 1. Do not visit people who have colds. 2. Stay home when you have a cold.

E. Treatment of cuts, bruises, and abrasions.

E. Check first aid treatment according to Red Cross First Aid Handbook.

1. Use charts issued by Continental Press.
2. Make chart on treatment for the room.
3. Make individual charts to take home.

F. Good posture.

F. Study posture.

1. Pretend there is a thread attached from your chest to an invisible cord. Keep the thread taut: chest should be up, whether you are sitting or standing.
2. Demonstrate proper and improper sitting positions.
3. Have students find pictures to demonstrate good and bad posture. Ads of new desks usually have these shown.

G. Accidents.

G. Study first steps in First Aid.

1. Know how to telephone the doctor.
2. Learn where the pressure points are to control bleeding.

H. Benefits of good health.

1. More time for play.
2. Better school and job attendance.
3. Better appearance and more popularity.
4. Better family relationships.

H. Free class discussion on these topics work well.

III. Community Health

III. Community Health Activities

A. School doctor service.

A. When do we see the school doctor?

B. School nurse service.

B. Locate the school nurse's office.

1. What are her hours?
2. What are her duties?

C. School dentist.

C. When do we see the school dentist?

Materials

- D. Hospitals
 - 1. Public
 - 2. Private
 - 3. Location of agencies

E. T. B. and Cancer Associations.

F. Red Cross and national emergencies.

G. Water Department - purification.

H. Garbage Disposal

IV. Mental Health

A. Make the most of your own abilities

B. Be happy.

V. Safety and First Aid

- A. Safety in the kitchen.
 - 1. Use standard can opener.
 - 2. Keep hot liquids centered on a work table or stove.

Materials

- D. Locate the hospital on the city map.
 - 1. What is the quickest route from your house to the hospital?
 - 2. Arrange for a tour of Palo Alto-Stanford Hospital.

E. Discuss T. B., Cancer, Polio Associations and the necessity for check-ups.

F. Some students may want to join the Junior Red Cross.

G. What is the source of our water?

- 1. How is it purified?
- 2. Why is pure water important?

H. Discuss methods of trash and garbage disposal in Palo Alto.

- 1. Show sanitary operation of drinking fountains and toilets.
- 2. Discuss problems of flies and other harmful insects and animals.
- 3. Plan a trip to the city dump.

IV. Activities

A. Discuss how each person is different in his likes and dislikes.

B. Develop the wish to help each other.

V. Activities

- A. Demonstrate and discuss use of these items in the kitchen.
 - 1. Discuss fire prevention and causes due to carelessness
 - 2. Discuss safety in care of babies.

3. Wash hands: use both hands.
4. Be sure hands are dry before you touch electrical equipment.
5. Follow directions when you light a stove.
6. Turn off heat when cooking is finished.
7. Turn pan handle parallel with front of stove.
8. Wash and wipe sharp-edged tools separately.
9. Wash spilled foods from floor immediately.
10. To avoid steam burn, lift pan cover up on side away from you.

B. Make your room a safe place.

1. Place furniture so that it does not block exit.
2. Have light switch near the door. Turn on the light on entering the room.
3. Have light near the bed for emergency at night.
4. Close bureau drawers to prevent running into them.
5. Run extension cords around walls and not under rugs.
6. Provide adequate light for the closets.
7. Get assistance when moving or lifting furniture.

C. Precautions when using sewing machine.

1. When using treadle machine you have better balance and control by using both feet.
2. On electric machine, use gradual pressure so the machine will not go out of control.
3. Do not stitch too fast.

B. Activities

1. Make a floor plan of your room at home.
2. Discuss what room changes you'd like to make and why you'd like the changes.

C. Activities

1. Demonstrate these precautions.
2. Discuss.

4. Be careful with balance wheel. Use open palm to start and stop so fingers won't get caught.

D. Ironing precautions.

1. Be sure hands are dry before using electricity.
2. Disconnect iron from outlet when you have finished ironing.
3. Stand the iron upright or put it on a fireproof stand.

E. Learn safety signs.

1. DANGER
2. EXIT
3. KEEP OUT
4. NO TRESPASSING
5. POISON
6. LIVE WIRE
7. DANGER - OPEN TRENCH
8. INFLAMMABLE

F. Bicycle safety.

1. Keep bike in repair.
2. Keep on proper side of street.
3. Do not ride two on a bike.
4. Use both hands.
5. Obey all traffic regulations.
6. Ride in single file on the street.
7. Be certain you have a license.
8. Have lights for night use.
9. Check your brakes often.
10. Lock your bike in all public places.

G. Water safety.

1. Learn to swim.
2. Learn all rules concerning boats, canoes, and surf-boards.

D. Discuss

1. Types of electrical appliances we have at home.
2. Types of electrical appliances we find used outside of our home.

E. Safety sign activities

1. Learn to read and recognize signs.
2. Have students bring in new words which they read on signs on the streets.
3. Discuss where safety signs are usually found and why they are necessary.
4. Make posters for home and school use.

F. Bicycle safety rules activities

1. Learn the safety rules obtained from the police department.
2. Encourage use of lights and safety red strips for night riding.
3. Make street plans and learn how to obey traffic rules.
4. Discuss danger of "showing-off" to friends.

G. Water safety activities

1. Have all learn how to prepare patient for adult's arrival.
2. Discuss safe methods of pulling a person from the pool or from other deep water.

3. Learn when artificial respiration is used:
 - a. Drowning.
 - b. Electric shock.
 - c. Asthma.
4. Walk, don't run, near pool area.

- H. Public safety workers and departments.
1. Fire Department.
 2. Police Department.
 3. Sanitation Department.
 4. Municipal water supply.

- I. Prevention of accidents at home.
1. These things mean DANGER.
 - a. Toys left on stairs or floor.
 - b. Loose rugs.
 - c. Hot radiators, stoves, matches.
 - d. Handling firearms.
 - e. Hot water and steam.
 - f. Slipping in bathtub.
 - g. Improper placement of long cords.

3. Get copies of approved method of artificial respiration from the Red Cross for all students.
4. Have lifeguard give artificial respiration demonstration.

H. Activities

1. Learn locations of fire stations.
 - a. Find fire station nearest your home.
 - b. Find the fire station nearest school.
 - c. Locate the nearest fire alarm box.
 - d. Learn and read directions for an emergency.
 - e. Learn how to call the fire department from your home.
 - f. Take a trip to visit the fire and police departments.
 - g. Make a card of emergency telephone numbers to keep near the telephone.
 - h. Learn the fire hazards at home.
 - i. Have a fireman talk on accidents in the home.
 - j. Have a pediatrician or nurse discuss accidents with children and fires.

Materials	Methods
J. Baby sitting safety rules. 1. Keep baby away from hot stove, radiator, or fireplace. 2. Watch gas range. Baby may turn on gas. 3. Keep baby away from stairs and unscreened windows. 4. Don't give baby play-things smaller than his fist. 5. Watch out for buttons, bobby pins, or pins. 6. Keep safety pins closed or out of reach. 7. Do not let baby play with powder can; the powder might get into his eyes, throat, or lungs. 8. Keep tablecloth out of baby's reach. He may pull the dishes onto the floor. 9. Keep medicine, cans of kerosene and gasoline, out of baby's reach. 10. Watch out for poisonous plants, such as castor beans. 11. Have emergency phone number handy: a. Doctor. b. Parents. c. A friend to call in an emergency.	J. Activities 1. Many of the girls will have baby sitting jobs either at home or in the neighborhood. Discuss the rules the mothers give them to follow. 2. This list of rules should be studied and discussed. 3. Develop a list of rules for use by class members when on jobs.

VI. Recreation and Leisure Time.

- A. Methods of recreation
1. Sports
 2. Radio
 3. T.V.
 4. Books
 5. Crafts
 6. Other hobbies

VI. Activities

- A. Evaluate time used in recreation.
- B. All work and no play, or all play and no work is poor judgment.

- B. Places of recreation
1. Parks
 2. Swimming pools
 3. School playgrounds
 4. Places to fish or shoot
 5. Picnic grounds - city or county
 6. P.T.A. sponsored activities
 7. School functions

- C. Discuss and try to develop hobbies for leisure time.
1. Stamp collecting.
 2. Sewing.
 3. Auto mechanics.
 4. Scrap book collections:
 - a. Cars - old and new.
 - b. Trains.
 - d. Recipes and party plans.

- B. Activities
1. What parks are near school?
 2. What parks are near your home?
 3. What are the hours for swimming at Rinconada?
 4. How much does it cost to swim at Rinconada?
 5. Find Mitchell Park on the map.
 6. Take a trip to Mitchell Park.
 - a. Kinds of areas.
 - b. Kinds of activities going on.

A note on this unit: The Health and Hygiene Unit should help toward developing good attitudes and habits for family living at home and at school. When working with mentally retarded students, one must repeat facts. These facts must be studied, seen, and demonstrated over and over again to help the student retain the necessary information.

LANGUAGE ARTS IN THE JUNIOR HIGH

By this time, several students who were formerly in regular classes will have been picked up and added to the program. After the third grade, there is not a controlled vocabulary used in the books regular classes use, and some people come to their teachers' attention because of inability to attack new words. These people may be primarily reading problems, and may be scoring in the range of special classes because of this lack.

Language arts, then, has a special challenge for the special training teacher. In her group she will have the people who have already spent six years in special training, people whose progress is slow and usually very sure. The newcomers will be resentful of their re-classification, and will create special classroom difficulties by such comments as, "I don't want to be in this dumb class," or "I'm a lot smarter than you are. I don't know why I'm here."

At this stage, the teacher emphasizes that special training is not a class for those who fail, but one for those who can learn. The need for success for these people is as imperative as it was for the primary level student.

The teacher will use all methods of reading that are known, and as new ones come out, she will incorporate them. She knows that all people are more interested in reading if it deals with something to do with their own lives. Her choice of materials, then, is from the here and now from the early teenager standpoint. For transportation, these students have bicycles; a natural for a reading unit, then, is the pamphlet issued by the Palo Alto Police station and given to each person as he registers his bicycle.

Ride It Right has a diagram which explains parts of the bicycle. Even better than making a large-sized drawing of this diagram is bringing a bicycle into the room and letting the owner identify the parts. Some child who has special skill as a cyclist may even offer to teach another in the class to ride. Some special training people will need training wheels on their bicycles. Great satisfaction can be gained in teaching another person to ride a bicycle. Another demonstration which all members of the class who ride should give is of the traffic signals used by cyclists.

Spelling

The teacher hands out one sheet from a regular spelling tablet to each student. The student writes his name in the proper place.

The teacher pronounces one word at a time, uses it in a sentence, and pronounces the word again. Because the class is so small, she is able to notice when people finish writing.

After she pronounces five of the 25 words, she has the students bring their papers to the desk for correction. Each student must bring his own paper. None may be sent by a neighbor or flung across the desk.

The teacher indicates each correct word with a C. Beside each incorrect word she prints carefully the correct spelling.

With such frequent corrections, the child is able to stand the frustration of two or three words wrong out of five, while he could not tolerate having twenty out of twenty-five wrong, if all were pronounced at once.

It also gives a chance to alternate the periods of work and rest. Standing up and waiting your turn in a line of students is a good change from sitting still and doing penmanship and spelling.

The student's full attention is focused on his paper when it is being corrected. It will not be squeezed into a tight paper ball, the common fate of most papers returned with corrections on them. No actual percentage mark is given. Rather, the teacher writes "Good!" or "Well done!" or "You are doing better. I'm proud of you."

Each list contains both very hard and very easy words. Even a brain-damaged child can spell the easy words, and therefore has a measure of success. The teacher's list of correctly written words in the blanks he has left shows him which words to study. The harder words offer a challenge to the more able student.

Attached to this lesson are 12 spelling lists of 25 words each.

Spelling Lists from "Ride It Right!"

1. ride	1. nuts	1. serviceman	1. clean
2. it	2. and	2. chain	2. and
3. right	3. oil	3. check	3. greased
4. here's	4. bearings	4. for	4. if
5. how	5. reflector	5. damaged	5. it
6. handle	6. must	6. links	6. wobbles
7. grips	7. be	7. secure	7. have
8. replace	8. visible	8. snug	8. serviceman
9. worn	9. for	9. fit	9. make
10. cement	10. three hundred	10. clean	10. adjustment
11. them	11. feet	11. and	11. warning
12. on	12. coaster	12. lubricate	12. device
13. lightly	13. brake	13. frequently	13. be
14. saddle	14. does	14. pedals	14. sure
15. adjust	15. it	15. lighten	15. it
16. to	16. brake	16. pedal	16. works
17. body	17. evenly	17. bearings	17. properly
18. and	18. unless	18. spindle	18. handle
19. tighten	19. you're	19. replace	19. bars
20. all	20. an	20. worn	20. adjust
21. nuts	21. expert	21. pedal	21. to
22. wheels	22. have	22. threads	22. body
23. eliminate	23. adjusted	23. crank	23. tighten
24. wobble	24. by	24. hangar	24. keep
25. wheel	25. a	25. keep	25. stem

1. well	1. imbedded	1. traffic	1. file
2. down	2. metal	2. signs	2. have
3. in	3. glass	3. and	3. white
4. fork	4. cinders	4. rules	4. light
5. bearing	5. etc.	5. red	5. on
6. lubricate	6. tire	6. green	6. front
7. light	7. valve	7. lights	7. and
8. must	8. inspect	8. one-way	8. red
9. be	9. often	9. streets	9. signal
10. visible	10. for	10. stop	10. rear
11. for	11. leaks	11. one	11. for
12. five hundred	12. have	12. two	12. night
13. feet	13. your	13. keep	13. riding
14. spokes	14. bicycle	14. to	14. walk
15. replace	15. checked	15. the	15. across
16. broken	16. twice	16. right	16. heavy

17. ones
18. promptly
19. tires
20. inflate
21. to
22. corrected
23. air
24. pressure
25. remove

17. a
18. year
19. by
20. reliable
21. serviceman
22. pledge
23. to
24. obey
25. all

17. ride
18. single
19. file
20. near
21. curb
22. groups
23. should
24. always
25. single

17. traffic
18. intersections
19. be
20. very
21. careful
22. look
23. right
24. left
25. give

1. pedestrians
2. the
3. right
4. of
5. way
6. do
7. not
8. scare
9. people
10. five
11. watch
12. put
13. for
14. opening
15. of
16. auto
17. doors
18. seven
19. never
20. hitch
21. on
22. other
23. vehicles
24. stunt
25. or

1. race
2. in
3. traffic
4. eight
5. never
6. carry
7. other
8. riders
9. keep
10. off
11. handlebars
12. crossbars
13. and
14. rear
15. fenders
16. nine
17. brakes
18. should
19. operate
20. quickly
21. and
22. efficiently
23. keep
24. your
25. bicycle

1. in
2. safe
3. mechanical
4. condition
5. ten
6. carry
7. parcels
8. racks
9. or
10. on
11. carriers
12. that
13. are
14. made
15. for
16. your
17. bicycle
18. always
19. use
20. proper
21. hand
22. signals
23. for
24. turning
25. and

1. stopping
2. twelve
3. be
4. courteous
5. always
6. ride
7. carefully
8. left
9. turn
10. right
11. stop
12. police
13. report
14. license
15. theft
16. kick-stand
17. brakes
18. signal
19. red
20. yellow
21. green
22. danger
23. car
24. pedestrian
25. fun

Study Questions on "Ride It Right"

After this leaflet has been read aloud by the students in turn, the teacher then writes on the board a series of study questions.

The students write each question, and find the answer on their reading leaflet. This serves a dual purpose. The teacher's handwritten questions on the board give the student a legible cursive pattern to follow. He copies the question in cursive on his paper. He then finds the answer on his paper. Here, he identifies in print the information he needs for the answer, and writes it in cursive on his paper. Such work gives the teacher a chance to see when students confuse "q" and "g", "n" and "m," or "e" and "l."

1. What do you do with worn handle grips? A. Replace them.
2. How do you fasten them on? A. Cement them on lightly.
3. Why should you eliminate wheel wobble? (Think.) A. It is dangerous to ride with wobbly wheels.
4. For how far must your reflector be visible? A. For three hundred feet.
5. Measure off a space on the sidewalk 300' long. How many yards will 300 feet be? A. 100 yards.
6. How did you find the answer? (Think.) A. I divided by 3. There are 3 feet in one yard.
7. Why should your brakes work evenly? A. So you can stop safely.
8. Why should a serviceman adjust your brakes? (Think.) A. He is trained to do the work right.
9. Why should you clean and lubricate frequently? A. So that there will not be too much wear.
10. What is a warning device? A. Something to warn people around you.
11. Name two warning devices a bicycle can have. (Think.) A. A bell and a horn.
12. What kind of warning device does your bicycle have? A. (Varied.)
13. How far must your light be visible? A. For five hundred feet.
14. How many yards are in 500 feet? A. About 166 yards.
15. How did you find out? A. I divided 3 into 500.
16. What does INFLATE mean? (Dictionary) A. To fill with air.

17. What does IMBED mean? (Dictionary) A. To place in surrounding matter.
18. Why do you take out imbedded glass, metal, or cinders? A. They may hurt your tires.
19. What does "etc." mean? A. It means "and so forth."
20. How should groups always ride? A. In single file.
21. What light should you have on the front? A. A white light.
22. Where should you walk? A. Across heavy traffic intersections.
23. What should you always use for turning? A. Proper hand signals.

Penmanship

During junior high school, special training people need much practice in penmanship. Other classes do not study it as a separate subject, however, so a text book does not do much good. The teacher can provide much practice for each student by combining the copying of questions and writing of answers for at least one lesson each day. The improvement in handwriting over a period of three years is remarkable.

Many youngsters will find much additional help in re-building the strength in their hands through ceramics, especially in using the potter's wheel, and in other types of craft work. Strength in the muscles is often best built when the student is so interested in his work that he doesn't realize that he is re-building his strength.

A LESSON IN PENMANSHIP

Knowing how to write one's name and the names of the others in the class is important to special training students. A person who can read the roll call can help the teacher with that important task. A list of class names calls for using many of the cursive letters, both upper and lower case. In this lesson, the teacher gives a list written in cursive which the youngsters can copy.

Name _____

Date _____

Write these names:

Lois

Ronny

Inez

Maria

Lawrence

Frank

Elisa

James

These are my friends: _____

SOCIAL AND SKILL EXPECTANCIES OF MENTALLY RETARDED CHILDREN

We are very sure of what we do not expect of the mentally retarded child in the language arts field. Not for him are the debates, the reading of Emerson's essays, Shakespeare's plays, Whitman's poetry, the diagramming of formal grammar, nor the written compositions other students are assigned.

But, leaving out these academic standards, just what skills can our students be expected to acquire.

Occupational Education, in the January, 1949, issue, gives one answer. Six skill sequences, to be taught simultaneously, are outlined. For students with a chronological age from 11.4 years to 17 years, and with a mental age of 8.6 years up, Third Grade level skills are possible of attainment.

Of just what do these skills consist? They include all the practical necessary skills one must have to live happily in a world which does require some reading and writing even of the mentally retarded. The listing of skills suggests many lessons in which the ability to accomplish the skill may be acquired by the student.

Following is a partial list of skills as they apply to the junior and senior high school student in an integrated program such as the Special Training program in the Palo Alto Unified School District.

I. Personal-Social Development

1. Likes to assume responsibility in family living.
2. Is aware of family relationships.
3. Plays cooperatively in groups without adult guidance.
4. Seeks approval of other children as well as approval of adults.
5. Observes and practices more formal social procedures in group relationships.
6. Is more skillful in the use of shop tools with more emphasis on correct technique.

II. Oral Communication: Speaking

1. Participates in discussion.
2. Requests specific information over the telephone.
3. Reports on work to be done.
4. Has ability to report on observed activity.

III. Oral Communication: Listening

1. Has ability to fit materials to certain needs.
2. Has ability to remember an oral direction.

1. Geraldine Kickbusch, "Evaluation of Language Arts Activities," My Part in Making a Home, San Francisco College, 1950.

IV. Written Communication: Reading

1. Reads newspaper for want ads and advertisements.
2. Reads time tables.
3. Reads menus and shopping lists.
4. Is able to read important items on admission tickets.
5. Has ability to understand simple printed directions.
6. Reads to answer specific questions.
7. Reads part of a story to prove or disprove a point.
8. Reads to get factual information.
9. Reads and interprets a variety of materials related to the social skills areas (levels of social maturity), such as application blanks, ballots, social security blanks, and other forms.

V. Written Communication: Writing

1. Composes short social notes.
2. Addresses envelopes
3. Writes post cards.
4. Writes names, addresses, etc., in designated small spaces on forms.

VI. Selection and Use of Resources for Communication

1. Brings books to school from public library.
2. Borrows books from the public library.
3. Uses dictionary.
4. Uses telephone book (classified).
5. Uses newspaper to discover what radio and TV programs are available.
6. Uses newspapers to discover what amusements are available.
7. Uses newspapers to locate radio programs.
8. Uses newspapers to locate weather reports.
9. Uses newspapers to locate special features.
10. Uses table of contents, unit, and chapter titles.
11. Keeps individual record of what he has read.

Evaluation of Language Arts Activities

Evaluation of progress in language arts includes testing and observing by the teacher, and student comments on what he thinks he has learned. For the child in Special Training, the behavioral aspect is of vital importance. The removal of the frustration which he gets from not being able to read directions or simple materials does much toward making his life happier. A meaningful test is one of performance: if the child can follow directions better at the end of the course than he could at the beginning, and if he is reading more kinds of materials, improvement has taken place. As soon

as the printed word becomes an open doorway to more understanding rather than a stumbling block, progress is being made.

While teacher observation and student self-evaluation are of importance in judging the progress of a student, paper and pencil tests still do have a place in the measurement of progress in building a sight recognition vocabulary.

A simple test such as the one appended may be used before the course is given, midway to see what new words have been learned, and again at the end to measure the growth of sight recognition words of importance in the activities which interest teenagers. For use in this test, nine words were chosen from the vocabularies used in units on Buying and Making Clothes, Driving a Car, Planning a Vacation, and Planning a Successful Party.

In giving the test, the teacher provides each student with a mimeographed copy of the words and with a pencil. As the teacher reads aloud one word from each line, the student circles the word. Such basic vocabulary can be teacher-pupil constructed and the words kept for occasional review. The test of how often such a word is employed should be followed; eliminate words which appear very seldom, even though they may be connected with an activity.

Student's Name _____

Date _____

1. Be sure you have a pencil.
2. Listen carefully as the teacher reads one word from Line 1. Draw a circle around the word she reads.
3. Listen carefully as the teacher reads a word from the next line.
4. Work neatly.

Buying and Making Clothes

1. shave	invitation	map	<u>saving</u>	license
2. stop	bus	<u>suit</u>	manicure	host
3. budget	<u>press</u>	guests	oil	pressing
4. Toni	train	car	fun	<u>fit</u>
5. plan	permanent	signal	<u>scissors</u>	prize
6. go	<u>wardrobe</u>	games	swimming	soap
7. time table	grease	<u>measure</u>	food	razor
8. telephone	powder	pink slip	air port	<u>pattern</u>
9. <u>collar</u>	schedule	polish	decorations	brake

Driving a Car

1. shave	invitation	map	saving	license
2. stop	bus	suit	manicure	host
3. budget	guests	press	oil	pressing
4. Toni	train	car	fun	fit
5. plan	signal	scissors	permanent	prize
6. go	wardrobe	games	swimming	soap
7. time table	grease	measure	food	razor
8. telephone	powder	pink slip	air port	pattern
9. collar	schedule	polish	decorations	brake

Planning a Vacation

1. shave	invitation	map	saving	license
2. stop	bus	suit	manicure	host
3. budget	press	guests	oil	pressing
4. Toni	train	car	fun	fit
5. plan	signal	scissors	permanent	prize
6. go	wardrobe	games	swimming	soap
7. time table	grease	measure	food	razor
8. telephone	powder	pink slip	air port	pattern
9. collar	schedule	polish	decorations	brake

RESOURCE MATERIALS

Books and Pamphlets

American Red Cross. "Artificial Respiration." Washington, D. C.: The American Red Cross.

Barach, D. and Montgomery, E. You. Montgomery, Alabama: Scott Foresman, 1948. (Used as a class text)

Dairy Advisory Board. Who? Me? Sacramento: California State.

Hatcher and Andrews. Adventuring in Home Living, Book I. New York: D. C. Heath and Co., 1954.

Palo Alto Police Department. "Bicycle Safety Rules." Palo Alto: The City of Palo Alto.

Proctor and Gamble, Inc. Home Economics Department. "Through the Looking Glass." Cincinnati, Ohio: Proctor and Gamble, Inc.

Zim, Herbert. Our Senses and How They Work. (A discussion of the five senses)

Zim, Herbert. What's Inside Me. (Contains good pictures of heart and other organs)

Other materials

Model of the torso, obtainable from the Science Department of the junior high schools, an excellent model for learning the location of the organs of the body.

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SENIOR HIGH LEVEL

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SENIOR HIGH LEVEL INTRODUCTION AND OBJECTIVES

Characteristics of the Student at Senior High Level

This student is more adolescent than he is retarded. The teacher who has had a background of teaching with regular adolescents will recognize the revolt against authority, the desire to do what is interesting to himself and no other work, and the intense frustration which sometimes turns the full force of his invective upon the teacher and the class.

This student is often ashamed of being in special training classes. He doesn't want the door open onto the corridor during breaks between classes. He won't have his picture taken in a special group. He is eager to make friends in other groups, and often requests the rest, "Please don't talk to me when you see me away from this room. I don't want my friends to know."

Student goals

1. To graduate from high school with a diploma which will qualify him to apply for a job.
2. To get a job to earn money for a scooter, a car, dates, clothes.

Teacher goals, general

1. To have the student appreciate the fact that he is a person who is able to earn his own way.
2. To have him accept authority, because he will be following directions of other people on a job.
3. To have him behave in an acceptable manner in all contacts outside the special training room.
4. To have him realize that frustrations can best be expressed within the special training room.

Teacher goals, specific

1. To develop the saleable skills which employers want:
 - a. The ability to read time and be on time.
 - b. The ability to handle the money he earns.
 - c. The ability and willingness to use the telephone in making job contacts and in reporting to his employers when he cannot be on the job.
 - d. The ability to be responsible for his own grooming.
 - e. The ability to get to a job by bicycle, scooter, bus, car, or on foot.

2. To have the student try out on different jobs within the school to test his ability to follow directions.
3. To place the student on a job in Work Experience during his senior year.

SCOPE OF CLASSES

Basic to all classes are learnings in Social Skills and Vocational Skills. These are foremost in the teacher's plans, and are here listed before the traditional classes.

Social skills

- Learning to treat brothers, sisters, parents, and other adults as human beings.
- Learning to go to bed so that he can get enough sleep for the next day's work.
- Learning to set his own alarm clock so he can get up on time in the morning.
- Learning to select which clothes he will wear to school.
- Learning to eat a good breakfast.
- Learning to pack his own sack lunch or remembering to see that he has money for his lunch.
- Learning to remind parents to write an excuse when he has been absent from school.
- Learning to get to the bus stop on time.
- Learning to get along with others on the bus.
- Learning to walk directly from the bus stop to the classroom.
- Learning to go on errands and to return directly to the classroom when he has finished the errand.
- Learning to report to the attendance office for an admit after absence from school.
- Learning to bring his books, pencil, paper, pen, and other equipment to each class.
- Learning to follow school rules.
- Learning correct behavior when called for a conference with a counselor or vice-principal.
- Learning to control his temper.
- Learning to go to assemblies, pep rallies, and other classes at the time they are scheduled.
- Learning to pay school bills on time.
- Learning to keep receipts for monies paid out.
- Learning to keep track of student body cards.
- Learning to open hall lockers and gym lockers.
- Learning to read want ads.
- Learning to ask for job information over the telephone.
- Learning to write a letter of application.
- Learning to write clearly enough so that his writing can be read by others than his family and his teacher.

Learning to work on a job within the school.
Learning to work on a job within the community.
Learning the techniques of voting.
Learning to manage the money he earns.
Learning to get assignments in on time.
Learning to clean up after a job, whether in the classroom or outside.

Vocational skills

Learning to get up, eat a good breakfast, and get to school on time.
Learning to get along with others on the bus.
Learning to write the essential information on application blanks.
Learning to spell his mother's maiden name.
Learning to spell the occupation of his parents.
Learning good telephone manners.
Learning to ask for information over the telephone.
Learning to use a coin-box telephone.
Learning to use the alphabet in working with the telephone book.
Learning to keep his clothes in order for school.
Learning to check on personal grooming.
Learning to use cosmetics wisely (for girls) and learning to shave (for boys).
Learning to clean up after himself on a job.
Learning to get to classes on time with the necessary materials.
Learning to assemble pages of a booklet.
Learning to staple pages of a booklet.
Learning to count out numbers of a booklet for each school.
Learning to address envelopes.
Learning to fold newsletters.
Learning to insert letters into envelopes.
Learning to seal envelopes.
Learning to stamp envelopes.
Sorting envelopes into "Local" and "Out of Town."
Learning to bundle mailings.
Learning to deliver mailings to the post office.
Learning to sort laundry.
Learning to run coin-operated machines such as a washing machine.
Learning to fold clothes from a drier.
Learning to figure time needed for a job.
Learning to figure costs of a job.
Applying for a social security number.
Interviewing the Work Experience counselor for a job.
Taking vocational tests at the California Office of Employment, Youth Division.
Learning to type application blanks.
Learning to dry-mount materials for use in other classes.

Reading

Students who are able to get along with others and follow directions are assigned to regular classes in C lane English or to Reading lab.

Within our room, emphasis is on the following:

Reading for getting and keeping a job

Reading want ads in the Palo Alto Times.

Reading applications blanks.

Reading rating forms used by employers to rate employees.

Reading safety signs.

Reading school forms, such as registration blanks, report cards, rules, and directions.

Reading for recreation

The Readers Digest.

Magazines such as Seventeen, Hot Rod, Sports Illustrated, Popular Mechanics.

Self-directed Reading

Books from the library.

Books suggested by the teacher.

Developmental Reading

Vocabulary

Word attack

Oral reading

Mathematics

Continue to review fundamental skills: addition, subtraction, multiplication. Start division.

Fractions, decimals, and percentages for a few.

Gross measure: spoonful, cupful, pint, quart, gallon, inch, foot, yard, mile, ounce, pound, ton, peck, bushel, by having actual measuring materials in the classroom. Measurement of a mile with string.

Use of time in reading and writing of time.

Use of money in shopping and in determining how much money is needed to do a four-load wash if detergents are used in all loads, bleach in two, and if one dryer is used for fifteen minutes.

Assembly of bulletins such as P.A.T.A. Bulletin, counting out copies for each school, and keeping track of mileage driven to deliver them, using the odometer, as well as the time needed for each trip.

Checking accounts, using the teacher's account to deposit checks, write checks excepting the signature for house payments, utilities, telephone bills.

Addition and subtraction on bank stubs.

Minor bookkeeping used in filing income tax reports.
Making out schedules for income tax payments.

Science

When students are able to get along with others and to follow directions, they are assigned to General Science or Biology in regular classes.

In our room, regular texts are used.

Emphasis is on science materials dealing with everyday living.

Food handling and preserving.

Use of soaps and detergents.

Cosmetics for boys and girls.

Consumer education.

Language arts

Oral reading daily from texts and magazines.

Discussions of school events.

Listening training in lectures given in Contemporary World, a team-teaching activity which we attend as a class.

Spelling, with commonly needed words for getting and keeping a job, and words in interest areas.

Penmanship is worked on daily to develop a legible handwriting for filling out application blanks.

Social studies

Students whose reading skill will permit them to keep up with C lane classes and who are able to get along with others and follow directions are assigned to regular classes.

Others are taught in the special training room U.S. History, using a regular text.

Contemporary World and Sociology are taken as a class as part of the team teaching group, with discussions and tests given in our room. The basis for much of what we do depends upon which films we see and what speakers say which we hear in the team teaching setting.

The teacher attends this class with the group, assisting students later in note-taking and in following the ideas which are brought up for discussion. This gives our students a real opportunity to listen to special speakers and to hear discussions by their peers.

Health

Regular texts are used.

Emphasis is on the importance of good health in getting and keeping a job.

Physical examinations by family physicians before work is started is recommended.

Nurse's visits for eye tests and routine queries concerning nutrition are helpful.

Students to work in the cafeteria bring news of health rules enforced there.

First Aid is taught in P.E. classes. During this time, we read the text used in the P.E. classes as part of our reading lesson.

Physical education

Students who can get along with others, who can follow directions, and who can learn to dress in P.E. clothes, participate in the sport being taught, shower, and get dressed again in street clothes in the time allotted are assigned to regular P.E. classes.

Learning to open the P.E. locker is a necessity to being in class.

Sports include football, baseball, swimming, tumbling, soft-ball, volley-ball, and tennis for girls.

Arts and crafts

Students who can get along with others and who can follow directions are assigned into regular arts and crafts classes.

Care of tools and clean-up phases of the work are good vocational training.

Media include wood, clay, finger paint, oils, water colors, ceramics, mosaics, and plastics.

Music

Students who can sing or play an instrument and who can read music are assigned to vocal or instrumental music classes.

One student with perfect pitch sang three years with the senior high glee club, appearing at all public concerts. Another student played drums and piano with the dance band.

Senior high students love, as a special treat, to bring records from home to share. We have a radio and a phonograph as part of the basic equipment in our room.

A HIGH SCHOOL ORIENTATION UNIT

INTRODUCTION

Rationale

Many teachers of special classes naturally find themselves so closely concerned with the dynamics of student action and reaction that they tend to move from one activity to another, often foregoing the opportunity to develop a unit in detail.

The following orientation unit developed for the senior high school has been included to show how it is possible to develop an activity in detail for more mature special classes.

Although the materials in this case have been taken from a specific high school, the unit can easily be adapted to other schools by the substitution of forms. Moreover, this unit may suggest to teachers how similar units in other subject areas may be developed in detail for special classes.

Orientation to a new school

Occasionally the special class is moved from one high school to another. Last year, we moved from Palo Alto Senior High School, where we had been housed for seven years, to Cubberley Senior High School, five miles distant but even further away by other measurements.

Orientation of the sophomores and juniors began last year when the Cubberley counselors invited us over to visit. We chatted in the cafeteria, and each group of students walked around the campus with the counselor to whom they were assigned.

In April, we began to mark our equipment, using felt-point pens, and printing on wide strips of masking tape; we printed "A2 Cubberley Sr. High School, Sp. Ed." One of these was affixed to every, chair, desk, table and box of materials we packed in our old room. By the time we had labeled the sixty-ninth box, we felt ready to move. We knew we had made the job as easy as possible for the movers. Then each person labeled his own table space and chair.

In September, when we came to A2, there were our steel cabinets, the dry-mount press, our maps, globes, and the chairs and tables we had labeled ourselves. Our only task was to re-arrange things in our new home.

We quickly grew accustomed to stepping directly from our room out into the open air instead of into a corridor. It took longer to learn not to watch the flow of students through the huge glass windows, students en route to the library or team teaching sessions. We missed the senior court at Paly, but decided to make the Amphitheater our senior court, and we gave our two seniors the same privileges of sitting in the Amphitheater to study as they would have had at Paly's Senior Court.

Many times we talk about our other school. Sometimes we see our former counselors when they come to meetings at Cubberley. Occasionally we remember how it used to be when every period met at the same time each day, before we knew what a rotating schedule meant. Daily, as we started to work in the cafeteria, the nurse's office, and the attendance office, we made more friends outside of our classroom. Now we know more people at Cubberley than we do at Paly. Next year we will remember how things were at Cubberley last year, and will be well on our way to being at home. We are glad we won't have to go through the packing ordeal again. We are glad we'll come back to A2.

Orientation of students

Although Orientation is a course usually taken by all sophomores, our students need a much more practical and immediate orientation to senior high school life. The materials we use are the ones the students deal with every day -- the student pass, the registration form, the tardy slip, the daily schedule. Orientation for sophomores really begins when the special training teacher-counselor contacts the students in junior high school for registration. Because the materials of this course are of vital importance to the success of our students, the unit is repeated each year with all students.

A SCHEDULE MODIFIED FOR SPECIAL TRAINING STUDENTS

<u>Department</u>	<u>Block A</u>	<u>Block B</u>	<u>Block C</u>	<u>Block D</u>	<u>Block E</u>	<u>Block F</u>
Art	Art I & II	Color & Design	Gen. Craft I & II	Commercial Art	Metal Craft Mosaics	Ceramics I & II Painting I & II
Business	Business I & II	Office Machines	Typing I & II	Typing I	Clerical Practice	Intermed. Typing
English	English III & IV		Speech I	Reading Lab.		
Social Studies	Sociology	Contemporary U. S.	Contemporary World			
Home Making	Child Care	Clothing I & II	Foods I & II			Home Furnishings
Industrial Arts	Auto I & II	Machine Shop	Drafting I Graphic Arts	General Mechanics General Metals	Woodshop I & II	Woodshop for Girls
Music			Music Appreciation	Advanced Choir		Soph. Choir
Girls P.E.	P.E. 10 P.E. 12	P.E. 10, 11, 12	P.E. 11,12 Adaptive P.E.	P.E. 10 P.E. 11	P.E. 10 P.E. 11	P.E. 10, 11, 12
Boys P.E.	P.E. 10, 11, 12	P.E. 10, 11, 12	P.E. 10, 11, 12	P.E. 10, 11, 12	P.E. 10, 11, 12	Team P.E.
Driver Ed.			Driver Ed.	Driver Ed.	Driver Training	
Special Training	Sociology U.S. History	Voc. Eng. Spoken Italian	Voc. Math	Job Preparation	Work Experience Textbook Room	Cafeteria Library Attendance

Materials	What We Do
Pre-registration while the student is in junior high school.	At the same time that the other students are going through pre-registration special training students are being enrolled in their classes for their first year in senior high school.
The high school schedule of classes	For this purpose, the regular high school schedule of classes is modified on a chart so that only those classes which are open to the student and those in which he has a fair chance of success are listed. In our school, this includes 21 electives besides the core subjects in our room. It seems that the student has more choice when he sees a one-page schedule, all of which are courses he may use for his electives, rather than the several-paged schedule with which the regular counselor works.
Two counselors for each student	Each special training student has two counselors. One is his teacher. The other is assigned on an alphabetical basis, just as counselors are assigned to regular students. In this way, there is always someone available should a student need help. The special training teacher-counselor keeps in close contact with the regular counseling staff, and submits lists of students as soon as they are enrolled. She also works out the special registration schedule and sees that each counselor has a copy to which he can refer when talking with a special training student.
Letter to the student from the teacher	The pre-registration in both junior high schools is a responsibility of the teacher-counselor in special education.
	The week before school starts, the teacher writes a personal note to each student, using social stationery and

Note of welcome to the new student.

writing by hand. The letter to the new-comer may read:

Dear Tom,

We are glad you are going to be in our class this year.

Please come to Room 2A right after the school assembly. I will have your class schedule ready for you.

School begins on Monday, September 12, at eight o'clock. You will get a letter which will tell you where to meet the bus.

Have a good time for the rest of vacation!

Sincerely,

The note to a former student

Dear Betty,

School starts Monday, September 12, at eight o'clock. I'll see you in Room 2A to give you your schedule. You have Typing I first period this year.

I hope you've liked your mother's helper job this summer. What a lot of nice materials you'll be able to buy for clothing class!

Sincerely

Materials

What We Do

Forms We Use

The Student Pass

The student pass gives the student the right to go from one place to another on the campus during a class period.

Materials for large-sized student pass:

Cardboard alphabet for pattern for letters.

scissors
ruler
yardstick
pencils
colored paper
butcher paper

Spelling words in connection with the student pass:

Places We Go on A Student Pass:

Nurse
Library
Main Office
Telephone
Counselor
Attendance
Auditor
Cafetorium
Bathroom
To a certain classroom

The Student Pass

CUBBERLEY SENIOR HIGH SCHOOL STUDENT PASS

Date _____ Time _____

Name _____

Pass to _____

Return to _____

A Crafts Project: We made a large-sized student pass, 6' x 6', to put at the front of the room. A group worked on it for two weeks. This group activity gave some chance to learn new words and let all have an opportunity to work together on a task which took more than one day's effort.

Materials

What We Do

A Crafts Project: Make a sign listing the places most often written by people using the student pass. Mount the sign beside the pass. This acts as a reading chart as well as a chart to which students may refer when they need to spell their destination.

Pass Off Campus

A student may need to leave the campus on an errand during school time.

Discussion on Pass Off Campus

1. Where do we sometimes go off campus during school hours?
2. Why do we need a pass?
3. What does the pass tell a person who is not from our school?
4. What is written in Remarks?
5. Why must a Pass Off Campus be approved by someone?

Review of the short way to write the date.

Review of how to write the time.

Reading words in connection with Pass Off Campus:

Laundromat

Detergent
Bleach
Warm
Hot
Dryer

Pass Off Campus

CUBBERLEY

SENIOR HIGH SCHOOL

PASS OFF CAMPUS

Name _____

Date _____

Time Leaving _____

Remarks:

Approved _____

Materials	What We Do
Bank	We have three projects which take us off campus regularly:
Check Deposit Slip House Payment	
P.A.T.A. Bulletin	1. Trips to the Laundromat at the Charleston Shopping Center.
Addison Barron Park Crescent Park De Anza El Carmelo Elizabeth Van Auken Escondido Fairmeadow Fremont Hills Garland Greendell Green Gables Herbert Hoover Loma Vista Lytton Mayfield Ohlones Ortega Palo Verde Ross Road Stanford Stanford Convalescent Ventura Walter Hays Jordan Terman Wilbur Cubberley Palo Alto Senior High The Administration Building	2. Trips to the bank. 3. Trips to deliver copies of the Palo Alto Teachers' Association Bulletin. a. Four students at a time accompany the teacher in delivery the bulletins. b. The class "checks out" with the girl at the switchboard and tells her the schools which we will contact, so that she can reach us in case of an emergency. c. Students take turns delivering the bulletins to the secretary of each school. d. On arrival at each school, one student notes the mileage on the odometer. e. One student fills in the "Pass Off Campus," writing in his name, the date, the time, and getting the teacher's signature before going into the building. f. Constant check is made of the time, because we must be back in our own classroom at the end of the fifty minute period. g. This task of delivering bulletins, following the assembly and stapling of the nine-page communication, offers an excellent chance for the student to find his way in a new school and to contact a new adult. We change off schools each time, so that each month a student finds his way in a new situation and contacts a new secretary.

Materials

What to Do

Tardy

Tardy

Reading

Cubberley Senior
High School
Tardy
Official Record Slip
Day: m t w th f
Prd: abcdefg
Reason
Signature

Spelling

Write out the full
word for

m
t
w
th
fr

Write the usual
abbreviation for
the days of the
week.

Discussion

Most teachers want
students in their
seats and ready to
go to work when the
tardy bell rings.
Although some teachers
are less formal, it
is always safe to be
in your seat to
avoid trouble.
If you are going to
be late, be sure to
get an admit from
the last teacher.
In case you can't get
a slip from your last
teacher get an admit
from the attendance
office.

CUBBERLEY
SENIOR HIGH SCHOOL
TARDY
Official Record Slip

Name _____

Class _____

Teacher _____

Time _____

Day: m t w th f

Prd: a b c d e f g

Reason:

Signature _____

Admit to Class

You need an admit to class if you come in late. If you have a good reason, your last teacher will give you an Admit to Class.

Admit to Class

Cubberley Senior High

ADMIT TO CLASS

Name _____

Time _____

Date _____

From _____

The Call Slip

Reading

Cubberley Senior
High School
Call Slip
Name
Date
Room No.
Approved

Discussion

Call slips are delivered to the teacher, who gives them to the students. Call slips are sent to students who are to go to the room written in the message space.
The room number means the room where you are when the call slip is delivered.

CUBBERLEY

SENIOR HIGH SCHOOL

CALL SLIP

Name _____

Date _____ Room No. _____

Approved _____

**CUBBERLEY SENIOR HIGH SCHOOL
STUDENT'S DAILY SCHEDULE**

Locker No _____ Grade _____

Name _____
(FIRST NAME) (MIDDLE NAME)

Address _____ Phone _____

PERIOD	SUBJECT	ROOM	SUBJECT CHANGES	ROOM
A				
B				
C				
D				
LUNCH				
E				
F				
G				

Date of enrollment this semester _____ Counselor _____

Previous school _____

Date and place of birth _____
MONTH DAY YEAR CITY STATE

Father's name _____ Occupation _____ Living? _____
Phone _____

Father's address _____ Phone _____

Father's business address _____ Phone _____

Mother's name _____ Occupation _____ Living? _____
Phone _____

Mother's address _____ Phone _____

Mother's business address _____ Phone _____

Name of adult with whom student lives _____
Address _____ Phone _____
Business address _____ Phone _____

Physician _____

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The Registration Form

pens
ink
blotters
telephone book
filled-out hand-written
copies of special information

A Crafts Project

Chart of the months of the year.

Paper

Cardboard alphabet for patterns

Scissors

Paste

Patterns of numbers from 1 to 12

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

Registration Day

Preparation for Registration Day begins several days in advance for special training students, especially for those who will not be in our classroom during the registration period.

I write a copy of the complete form, both sides, on the board a few days in advance. Each student copies each part, leaving appropriate blanks. Each is reminded to find out at home answers to questions which he may not know, such as father's and mother's business address.

The teacher checks on each copy as it is completed.

There will be one or two students who either write so slowly that it will be impossible for them to complete the forms in the time allotted, or whose penmanship is not legible. For those students, one of our people who is taking typing will make up all forms of the cards. The teacher keeps the hand-written papers with the special information and prepared typed forms in her desk until registration day.

We prepare a complete kit of cards for each student who cannot write clearly.

Each student who will be in a regular classroom during registration has a copy of his program card completely filled out so that all he will have to do is to copy onto the cards the regular instructor gives him.

A review of writing dates the short way. Each student writes his birthday on the blackboard the long way. After the list is completed, each student writes each birthday in the short way.

Charts

Make a chart of the subjects taken by students.

Make a chart of the names of all the teachers the students have.

These charts will be referred to many times during the year.

As a student goes into a new class, add the name of the subject and the name of the teacher to the list.

Program Card

Name (last name first)	Block	Subject	Teacher's name	Rm.No.
	A			
	B			
	C			
	D			
	E			
	F			
	G			

These charts can be made quickly by the teacher. A felt-point pen will be useful here. A cursive copy as well as a printed copy should be made. Students will need your cursive copy to write the names of the subjects. They will need the printed copy to use in reading recognition.

Wheeldex Card

Name (last name first)	Block	Subject	Teacher's name	Rm.No.
	A			
	B			
	C			
	D			
	E			
	F			
	G			

A Walk to the Attendance Office

Because all students report to the attendance office after an absence to get an admit to school, we take a walk to the attendance office.

We schedule a time when the attendance clerk will not be too busy. We introduce ourselves to the attendance clerk.

Language Arts work in connection with the Attendance Office.

The excuse must be written by a parent or guardian or the person with whom the child is staying.

The excuse must tell the date the child was out and the reason for the absence.

The child may come from a home where the parents do not speak English. In this case, the teacher writes the excuse to the Attendance Office, initialing the signature. This arrangement has, of course, been set up with the attendance clerk.

We visit the library when another class is not studying there. The librarian understands that we do not want a lecture on how to use the library. We want to look at books and magazines. We can pick out books for ourselves or for the teacher to read out loud.

We read the rules on the book pocket. We remind each other when our books are due. We do not like to pay fines. We like to get our books back on time. We can renew our books if we want.

The Excuse

A Model Excuse

Date _____

Please excuse Bobby Jenkins.
He was absent on September
19 and 20 because he had a
bad cold.

Signature of Parent

A Visit to the Library
Signing Out a Book
Library Rules on the Book Pocket

AUTHOR _____

TITLE _____

Cubberley High School Library
Palo Alto, California

1. All pupils in school are entitled to use the library and to draw books.
2. Reference books, such as encyclopedias and dictionaries, are to be used only in the library.
3. Reserved books may be borrowed for one period, or at the close of school, and should be returned before the first class the following school day.
4. All other books may be retained for two weeks.
5. Two cents a day is charged for each book kept overtime.
6. Injury to books beyond reasonable wear and all losses shall be paid for.
7. No books may be taken from the library without being charged.

Materials	What We Do
A Visit to the Counselors' Wing and the Counselors' Secretary	Each student has two counselors, one assigned on alphabetical basis, and one his special training teacher.
	We take a walk to the counselors' wing to let the students know where they go when they get call slips.
	When students want to change a schedule, they write a note to the counselor to explain why.
A Reading Chart of the Counselors' Names	A typical note to a counselor:
Mr. Hutchinson	"Dear Miss Gould,
Mr. Lewis	I want to change to D Block gym
Mr. Ratliff	class because all my friends are there."
Miss Gould	
Miss Leveen (replacement)	Many times changes are not made in a
Mr. George Miller	program when a student requests it. It
	is important, though, that the student
	learn the right way to ask for a change.
The Main Office	Many errands will be run to the Main
	Office.
	A student needs to know the name of the
	teacher's box into which a note is to go.
	The name is typed on the envelope, be-
	cause names are in print on the boxes.
	Then the student can compare the name on
	the note with the name on the box.
The Switch Board Operator	The switch board operator should know our
	students by sight. She may often help
	them by letting them call home for needed
	information.
The Office Staff	On the Office Staff are people who are
	used to meeting many kinds of folk. They
	are usually cheerful and thoughtful in
	answering questions of students who
	need directions or information.

Materials	What We Do
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The Cafetorium

We take a walk to the cafetorium during a time when it is in order. Students are encouraged to eat in the cafetorium, although many will patronize the snack bar. Copies of the daily menu are given to the teacher by the cafetorium manager. These are valuable reading lists.

The Daily Menu

Block	Name (last name first)	Subject	Teacher's name	Rm.No.
A	_____	_____	_____	_____
B	_____	_____	_____	_____
C	_____	_____	_____	_____
D	_____	_____	_____	_____
E	_____	_____	_____	_____
F	_____	_____	_____	_____
G	_____	_____	_____	_____

Library and Locker Cards

Master schedule of classes for teacher to consult for numbers and names of teachers.

Reading on Library and Locker Cards

Name _____	Locker No. _____
Subject	Room No.
A. _____	_____
B. _____	_____
C. _____	_____
D. _____	_____
E. _____	_____
F. _____	_____
G. _____	_____

Materials	What We Do	
Craft Project	<u>Reading Words</u>	
Make a large-scale map of our school, showing where our people take classes.	Clerical practice	Office Practice
	Typing	Contemporary U.S.
	Wood Shop	Hygiene
	Crafts	U.S. History
	Commercial Art	Reading Lab.
	Painting	P.E.
	Ceramics	Work Experience
	Mosaics	English
	Foods	Auto Shop
	Clothing	Sociology
	Child Care	Job Preparation

Materials needed:

Large sheets of paper
Pencils
Rulers
Yard sticks
Powdered paints
Jars for mixing
Brushes
Water
Clean-up rags
Paper towels

A Walk Around the School

New students are eager to see where their other classrooms are. Older students are eager to show that they know where classes are held. We take a walk through the campus, locate each building by its alphabet name, and locate the rooms in which students have classes.

Escort Service

For the first few days, or even longer, new students may need someone to help them find their other classrooms.

I ask for volunteers. Each older student offering to help is given a student pass excusing him from class with enough time to take the new student to his classroom and then to reach his own classroom on time.

Often students scheduled to the same areas will invite other students to "Come along!"

Materials

What We Do

A Walk to the Nurse's Office

The Nurse's Office is a place special training students often go.

We try to meet the nurse first when she is not too busy. She often comes to our classroom, so we know her.

Reading in Connection with the Nurse's Office

Nurse is Out. Please be seated.

Nurse is Out. Go to Main Office.

Craft Project

Make a mock-up of our school. This is more difficult, and will require a patient and skillful carver.

Such crafts projects as the model of the school plant and the mock-up can be used to advantage for Open House and when showing students' parents just where classes are held.

Materials needed:

Balsa wood

Glue

Measuring instruments

Knives for carving

This project calls for such unusual skill that it is usually a one-man job.

Materials

What We Do

Textbook Room

We visit the Textbook Room, which is very near our room.

Textbook Receipt

Textbook to identify:

Author

Title

Copy

Review the short way of writing dates

Review teachers' names

TEXTBOOK CARD

Student _____
Last First

Author _____

Title _____

Copy _____ Date _____

Teacher _____

Period _____ Room _____

Author _____ Copy _____

Title _____

Student _____
Last First

Teacher _____

Date _____

Period _____ Room _____

We fill out the Textbook Card. At the end of the year, the teacher gives the student the receipt when he turns in the book.

If the student does not turn in the book, he pays for it.

The Administration

The vice-principals are important people. We try to meet them under friendly circumstances the first time. We like them to come to our room.

Our principal is a very important person. He comes to our room once in awhile to see how we are getting along.

Materials

What We Do

Students know that if they can't find either teacher-counselor or the regular counselor, they can always find the principal.

Assemblies

Students sit with their class for assembly.

Evaluation after an assembly may be limited to, "How did you like it?"
"Cool, man."

CUB, Student Handbook

Evaluation

Cuts

Class members need to learn to recognize the names of their teachers when they see them written or printed; it may lead to a class discussion.

If a student is not seated with his class during assembly, it counts as a cut, even though the teacher has seen him in the assembly. This usually has to be experienced to be comprehended.

Craft Project, from material
on page 33 of the CUB

Felt-point Pen

Background Sheets of Paper

Make a chart, one in manuscript and one in cursive writing, using a felt-point pen, of the faculty members and the subjects they teach.

Each student writes the names of the teachers he has.

Each student writes his list on the board. Duplications are crossed off.

The class alphabetizes the list. The person with the most legible handwriting makes a list for our bulletin board.

The School Calendar

Review the names of the months of the year.

Review of names of the days of the week and their abbreviations.

We mark on a calendar of our own the ends of the quarters and the dates of school holidays.

We make a calendar of our own for each month of the year, filling in the holidays and Sundays in red.

Materials

What To Do

Attendance Rules

The Legal Reasons for Absence

1. Personal Illness
2. Dental appointment
3. Death in the immediate family

We review the attendance rules. We discuss the off-campus pass.

Plan of Cubberley Senior High - p. 18-19

We locate Room A2.
We make a floor plan that shows where our students work and study everyday.
We color the rooms where we have classes.

Cubberley Yells and School Song - back cover of the CUB

We read through the yells and the school song. Later on, we will sing the song in class. We take our CUB copies to the rallies with us so we'll know the words. Gradually, we will memorize the yells and songs.

A Walk to Charleston Shopping Center

Charleston Shopping Center is next door to our campus. We go over in a group and meet the Center guard who is hired to keep order. We go through stores together so that we learn to look at things but not to touch each thing we see. Sometimes we buy doughnuts on our trip. We like to watch the man fry doughnuts. Sometimes we just look at things and find out how much they cost.

We visit the Sub-station Post Office in the drug store. We will bring bundles of envelopes which we have stuffed and sorted into "Local" and "Out of Town" here for mailing.

Checking Out and Checking In with the Switchboard Operator

Everytime we leave the campus for any purpose whatsoever, we check out with the switchboard operator. We tell her, "We are going to the shopping center. We will be back before the end of the period." When we get back, we stop and

tell her, "We are back again on campus, and are on the way to our room."

In this way, she knows at all times where our class is, and when we will be back again. This is an important habit to form. In case of an emergency, we can always be contacted in a hurry.

The Report Card

In our district, the report card is prepared on an IBM form. This is not the kind of card most parents are used to, so we have lessons on the report card before cards are issued.

We read the following materials from the reverse side of the card:

FACTORS INFLUENCING GRADES

1. Preparation of assigned work (quality).
2. Meeting obligations on time.
3. Participating in classroom activities.
4. Bringing materials needed for class.
5. Study habits; self-direction.
6. Attendance.
7. Test performance.
8. Demonstrated aptitude and/or skills.

Of these, 2, 4, and 5 are of most importance to special training students.

We talk about getting work in on time, and what this has to do with a job. School is our job now; we work on the parts on which we can improve.

We remind ourselves that it is unfair to hold up other people because we don't have pencil, paper, pen, or the needed book.

We know we can learn to listen quietly when others talk. We know we can sit quietly and do our work during study sessions. We can learn to control ourselves so that we are not distracting to ourselves or to others during times when other teachers assign study periods in class.

Because school is our job, we will be in attendance at all classes.

FOR EXPLANATION SEE ATTACHED STUB

DOE		NAME		HARVEY		12		228		DATE	
1, 3		2, 4		SEM		PER		COURSE		INSTRUCTOR	
FAVORABLE		UNFAVORABLE		FACTORS INFLUENCING GRADE		UNITS					
D	D	D	1	DRIVER ED	IDA	2 4 6	1 3 5 7				
B	B	B	2	OFF PRACT	GOULD						
C	C	C	3	VOC ENGLISH	KICKBUSCH	234 6		7			
B	B	B	4	VOC MATH	KICKBUSCH	456	3				
D	D	D	5	CRAFTS	GRONENDYKE	2 4	1	5			
C	C	C	6	CHILD CARE	LAMETRE	2 4	3	78			
			7	GIRLS P E	BEST	2 6	1				
PREV		CUM		CURR		CUM		B AVE			
UNITS		GP		UNITS		GP		GP			

MR + MRS HARVEY DOE
1862 LOUIS RD PA

PALO ALTO UNIFIED SCHOOL DISTRICT—SENIOR HIGH SCHOOL REPORT CARD

FACTORS INFLUENCING GRADE

- 1 - PREPARATION OF ASSIGNED WORK (QUALITY)
- 2 - MEETING OBLIGATIONS ON TIME
- 3 - PARTICIPATION IN CLASSROOM ACTIVITIES
- 4 - BRINGING MATERIALS NEEDED FOR CLASS
- 5 - STUDY HABITS; SELF-DIRECTION
- 6 - ATTENDANCE
- 7 - TEST PERFORMANCE
- 8 - DEMONSTRATED APTITUDE AND/OR SKILLS

GENERAL EXPLANATION OF LETTER GRADES

- A - SUPERIOR ACHIEVEMENT
- B - GOOD ACHIEVEMENT
- C - SATISFACTORY ACHIEVEMENT
- D - POOR ACHIEVEMENT
- E - MEDICAL EXCUSE (PE ONLY)
- F - UNSATISFACTORY ACHIEVEMENT
- G - CONDITIONAL
- H - NO GRADE
- I - INCOMPLETE

NOTES

- 1 SEMESTER GRADES ARE PERMANENTLY RECORDED AND FULL COURSE CREDIT IS GIVEN ONLY FOR SEMESTER GRADES OF A, B, C, OR D.
- 2 A AND B ARE ORDINARILY COLLEGE RECOMMENDING GRADES.
- 3 CONDITIONAL GRADES ARE REPLACED BY GRADES EARNED IN THE NEXT QUARTER OF ATTENDANCE.
- 4 INCOMPLETE BECOMES F UNLESS MADE UP PROMPTLY IN ACCORDANCE WITH STUDENT - TEACHER CONTRACT.
- 5 QUARTERLY GRADES REPORT PROGRESS AND ARE FOR INFORMATION ONLY EXCEPT FOR QUARTER CREDIT COURSES.
- 6 TRANSCRIPTS AND RELATED INFORMATION SHOULD BE OBTAINED FROM THE REGISTRAR.
- 7 THIS REPORT IS INVALID IF ANY PRINTED ENTRY IS ALTERED UNLESS THE ALTERATION IS APPROVED IN INK BY THE INSTRUCTOR OR APPROPRIATE SCHOOL OFFICIAL.

Materials

What We Do

Forms as a Basis for Reading Lessons

1. Change of Program
2. Note to Parents
3. Nursing Division, Health Appraisal Form

There are many printed forms used within our building which are not described in this unit.

Any of these forms make a useful reading lesson. Whenever a form is introduced into our school, the teacher obtains a copy of it.

Words from the form are written on the board for reading words. Some students use the words for spelling lessons.

Explanation of the use of the form is made so if the student comes into contact with it later, he will at least be aware that it is part of school life.

Other Materials within the School

1. Daily Bulletins
2. Daily Menus
3. Team rallies
4. Class parties
5. School newspaper
6. School elections

Any happening within our school serves as an orientation item to incoming students.

The Special Training teacher is constantly aware of her task of interpreting the surrounding academic structure to students so that they may perform in the most inconspicuous manner possible. In their ability to approach the reaction of the regular student to events at school is the measure of the success of our program.

A UNIT IN SCIENCE

MOLDS

Preface

The following unit on molds was worked out in our science class at Palo Alto Senior High School. We planned what we wanted to find out first, and these things were our goals. At the end, we wrote down what we had found out. This was our evaluation.

The illustrations were done by a special training student who worked with ideas given him by the teacher. He put the illustration directly onto the ditto stencils with a stylus.

Introduction

We are the Science class in the Special Training Department. Our class meets at 8:00 a.m. We have a fifty minute period.

There are five boys and eleven girls in our class: three seniors, six juniors, and seven sophomores. We all take science because it is required for graduation.

Five of us like to read and hunt up extra things in the library. We can make extra reports if we want to.

Two of us take Commercial Art. Larry made the drawings of the foods we use, and Louise helped design the cover.

Three of us take Clerical Practice. We like to alphabetize lists of foods we study.

Mary takes typing. She cut the ditto for our report form. Donnie and Jim like machines. They ran off copies of the report form for all of us to use.

All of us like to do experiments.

Each student did each experiment.

Each student wrote what happened in the experiment.

Each student put his reports in his folder in the file cabinet.

JoElla was not in school when we started. JoElla started her

experiments after ours were already going. It was interesting to compare what happened on different days.

Jane remembered to bring most of the dried foods from home.

Rosia borrowed her mother's reading glass so we could look at the molds growing on the bread and fruit.

Materials We Used for Growing Molds

Things already in our room

1. Cupboard where each student had a place to put his plate of specimens so that they would be out of the light.
2. Clock for timing exposure to the air.
3. Tags for labeling the plates with our names.
4. Tags for noting the time the food was exposed to the air and when the covers were put over the foods.
5. Pan
6. Water
7. Hot Plate
8. Kleenex
9. Toothpicks
10. Ajax
11. Old rags
12. Paper towels

Things we needed especially for growing molds

- | | | |
|------------------------------|-----------|---------------|
| 1. Knife | 4. Banana | 7. Grapefruit |
| 2. Plates | 5. Orange | 8. Bread |
| 3. Bowls to cover each plate | 6. Lemon | 9. Potato |

- | | | |
|-------------|---|-------------------------------|
| 10. Sugar | 13. Flour | 16. Small-sized
Dixie cups |
| 11. Salt | 14. Reading glass | |
| 12. Vinegar | 15. Report blanks to
write what happened
each day | 17. Beef bouillon |

Mary Elizabeth was a good sport and helped us to collect all the molds when we were finished with them. We put all the molds in a heavy cardboard box. We carried the box out to the incinerator. We want the custodian to like our class.

Our teacher is Mrs. Geraldine Kickbusch. She helped us plan the book. Mrs. Honor Adams is teacher-consultant. She helped us get the materials. The class members assembled and stapled the book together.

Things we wanted to find out

1. Why does food spoil?
2. Why do things spoil even if they are in a refrigerator?
3. How does mold get from one food to another?
4. Where do fruit flies come from?
5. Why does some bread get moldy fast?
6. What are bacteria?
7. What are microbes?
8. How big are microbes?
9. Why is it important to keep things from spoiling?
10. What new ways are being found to keep foods from spoiling?
11. How can we see microbes?
12. Are some bacteria good?
13. What keeps canned foods from spoiling?
14. Why don't we re-freeze frozen foods?
15. Why did people in the old days dry fruit?
16. Does cold kill bacteria?
17. What dried foods do we have at home?
18. Why don't dried foods spoil?

What is it (A game)

We brought dried foods from home.

Larry numbered a set of paper plates with one number on each plate.

We put one kind of dried food on each plate.

We did not put the name of the food on the plate.

We used all the foods we brought, even if we had several plates with the same thing. This made us think.

We numbered our papers so we have the same number of lines numbered as we had numbered plates.

Catarina is a good speller. She wrote the names on the board of the foods we could not spell.

We went from one plate to another.

We touched the foods.

If we wanted to, we smelled the foods.

We could taste the foods.

We wrote down on the paper beside the number with the same number as the plate what we thought the food was.

We found many kinds of beans.

We found several kinds of sugar.

We found some people call one cereal farina and others call it Cream of Wheat. We decided to count both answers right.

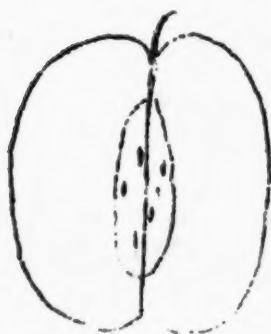
We found some people had never seen black-eyed peas before.

WHAT WE DID

WATCH



APPLE



The first day

Bobby had a watch.

Loretta gave each student a plate and a bowl.

Gary took his knife and sliced the apple into pieces.

We wrote down the time Gary sliced the apple.

We put the apple on our plates.

Bobby told us when thirty minutes were up.

We put the bowls over the plates with the pieces of apple on them.

We set our plates away in the cupboard.

The apple would be warm.

The apple would be in the dark.

The second day

We looked at the plates.

The apple started to change color.

The third day

We could see the mold start to grow on the apple.

We looked at the mold with Rosia's reading glass.

We wrote how the apple looked.

Some people did not know corn meal when they saw it.

We could tell the difference between powdered sugar and powdered milk by touching and tasting.

The girls in clerical practice decided to alphabetize the foods in our game.

Some good spellers thought the names would be a good spelling lesson.

We were surprised how many dried foods we had at home.

WHAT WE DID

We transfer molds.

Bernice brought a piece of grapefruit that had a greenish-yellow mold on it.

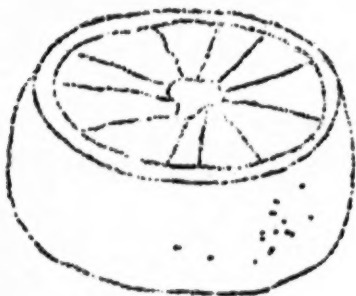
Joe cut up a fresh grapefruit.

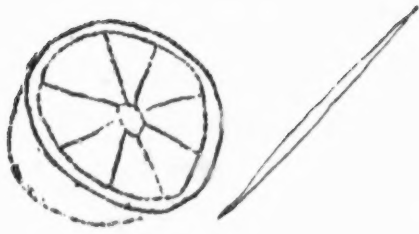
We each took a piece of aluminum foil for our grapefruit.

We each took a toothpick.

We took a little of the mold off the old grapefruit with the toothpick.

GRAPEFRUIT





We touched the fresh piece of grapefruit with the toothpick.

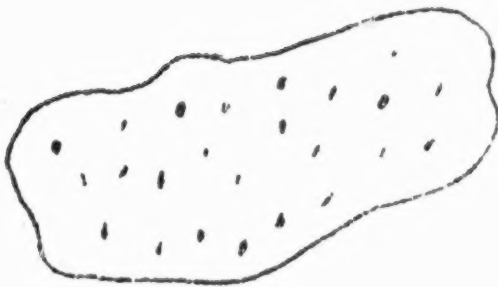
We put the grapefruit under a Dixie cup.

We put the grapefruit away in the cupboard where it would be warm and in the dark.

Each day we looked to see how much the new mold grew.

Potato mold

Potato



We boiled two potatoes in a pan on our hot plate.

We sliced the potato and gave each person a piece.

We let the potato stand out in the air.

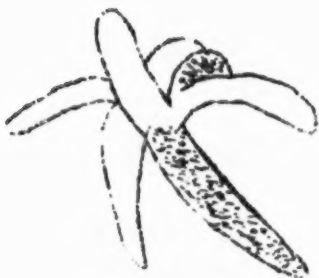
In a few days, we could see the mold growing on the potato.

We drew pictures of what we saw.

We transferred old mold to new boiled potatoes with a toothpick.

The banana and the fruit flies

BANANA



Susan cut the banana into slices.

We let the banana stay in the open air for thirty minutes.

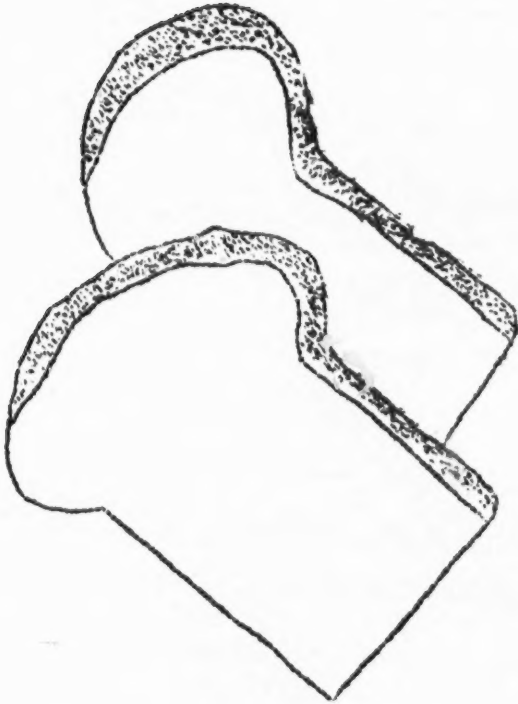
We covered the banana pieces with Dixie cups and set the plates away in the cupboard.

The banana turned all mushy and brown.

When Donnie looked at the banana, he thought that it was spoiled fish.

In a few days, there were fruit flies around the pieces of banana.

Sketch of Bread



We grow penicillium mold.

Some molds are very helpful.

Molds that grow on citrus fruit are one kind of penicillium mold.

We grew penicillium mold on grapefruit, orange, and lemon slices.

We grow bread mold.

We used three pieces of bread for this experiment.

One piece of bread was dry.

One piece of bread had mold on it.

One piece of bread was fresh.

We took a little bread mold from the piece of moldy bread.

We used a toothpick to move the mold from the moldy bread to the fresh piece.

Each day, we looked at the moist bread.

Soon we could see the mold growing.

No mold grew on our dry pieces of bread.

WHAT WE FOUND OUT

1. We found out we can grow mold on fruit and other foods if we let them stand in the air.
2. We found out that mold will grow fast if the food is covered and kept warm and from the light.
3. We found out that keeping food cold keeps molds from growing so fast.
4. We found out that food kept in a deep freeze does not get moldy.
5. We found out that we use many foods that are kept from getting moldy because they are dried.
6. We found out that canned foods begin to spoil when the can is opened.

7. We found out that we have mold spores floating in the air in our room at school as well as in our kitchens at home.
8. We found out that different kinds of mold grow on different kinds of food.
9. We found out that foods in a deep freeze do not spoil because they are surrounded by ice.
10. We found out that moisture and warmth make molds grow faster.
11. We found out that putting food away in the refrigerator is important to keep it from spoiling so fast.
12. We found out that spoiled food does not look good or smell good.
13. We found out we can save money by taking care of foods.
14. We found out that not all molds are bad ones.

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A LANGUAGE ARTS UNIT

Introduction

Some students read fifth or sixth grade level by the time they reach senior high. Other students, often those brought in at tenth or eleventh grade, may recognize but few words.

Reading, then, has several aspects:

1. Reading to get a job.
2. Reading for prestige.
3. Reading for pleasure.

The problem of the teacher is to find units of work in which all these levels can be combined and used in one classroom during one period with students at different levels of skill and of different age levels.

Reading to get a job

Reading to get a job is of primary importance. We start out each year by each student making a sign which shows his parents' occupations. Students draw around a cardboard alphabet on paper of their choice. These are cut out and mounted on black paper and thumbtacked on the bulletin board at the back of the room. Some students will begin such a project and finish it within one period. Others will take weeks to finish. What has the teacher learned about the students while this project is going on?

1. The teacher has learned about the working habits of the students -- which are methodical, which can assemble their materials quickly, which can stick to the task without having their attention drawn elsewhere, which take care of their materials in putting them away.
2. The teacher has learned about the motor skills of the students -- which can handle scissors and paper, which can use a yardstick to draw guide lines between which to paste the letters, which can paste the letters neatly in place.
3. The teacher has learned something about the perception of the student -- which one pastes the arms of the E in the wrong direction, which one feels that an M and a W are interchangeable simply by turning one of them upside down, which are careful enough to cut out the centers of the O and the A, and P and B and R, which have turned the N in a backwards position.
4. The teacher has learned something about the spacial sense of the student -- which have left adequate space between such words as MECHANICAL ENGINEER, and which ones feel that MECHAN ICALEN GINEER is just as legible.

Why the choice of the father's or mother's occupation? This is a piece of information which is called for on every application blank which the student will fill in. This, like one's mother's maiden name, is a necessary lifetime learning.

These words also serve as a reading chart. On our bulletin board appear the following:

Salesman
Housewife
Butcher
Butcher (Butcher is repeated, because two children have fathers who are butchers, and one sign stands for each father)
School Secretary
Fireman
Attorney
Tax Collector
Laborer
Self Employed
Unemployed
Librarian
Truck Driver
Rancher
Nursery Worker
Contractor
Electronics Worker
Salesmen (six)

Reading to get a job also includes the following:

1. Reading want ads.
2. Reading a map.
3. Reading directions on an application blank.
4. Reading directions for getting a Social Security Card.
5. Reading the directions on the Work Permit.
6. Reading directions on the coin box in a telephone booth.

Reading for prestige

We do not use specific sets of readers in our class. Instead, we subscribe to the Readers' Digest, so that each student has his own copy each month.

We read around the class in a specific order. We use the same order each day. A senior always chooses which article we'll read, and a senior always begins by reading the title, the introduction, and the first sentence. After that, we read one sentence each, including the teacher.

What does the teacher learn by this technique?

1. She learns which students can follow the text.
2. She learns which students, such as brain-damaged ones, are so distraught that they cannot answer the cue to begin to read, when the person next to them stops.
3. She learns something about students who have difficulty with their eyes, when they read three words, and then jump to a line above or the line below.
4. She learns something about the maturity of the students, noticing some who are able to sit quietly and keep the place, and some who must begin fussing with another book or something in their desks when they are not reading.

Why the choice of the Readers' Digest? Many of the parents subscribe to this magazine at home. It gives students something to share with their parents. It also forms a link with the future. One does not find copies of textbooks around after school is over. Readers' Digest is a common magazine with a wide circulation. We hope that it will become part of leisure reading after special training people leave us. We present each senior with a year's subscription to the Digest on awards day assembly. It gives public recognition to the improvement they have made in reading during the three years in our department, and will serve as a source of reading material for them for the coming year.

Reading for leisure

This is a field that is not highly developed in our department. The teacher often reads books aloud to students, and some few will go to the library and pick out books to take home. One is never sure whether this is because other students take out library books (a good reason), or because our people really read these books on their own.

We subscribe to several magazines in our department: Sports Illustrated, Hot Rod, Seventeen, Compact, Popular Mechanics, and Popular Science.

We get many magazines from people who are cleaning out attics and basements. We find we get plenty of copies of Life and Look in this way. The local Co-op, as well, has contributed many magazines when the teacher has selected the ones needed for a certain unit.

Aside from the want ads, reading the newspaper is really a leisure occupation for our people. A subscription to the Palo Alto Times is part of our budget. After we have noted what jobs are within our capacities, the paper belongs to whoever wants to read it. Occasionally people bring in copies of papers from other places as well, but our main interest is in local learnings.

Spelling

No senior high school student wants a spelling book, and yet our people need much practice in this art. The teacher selects words which are job-connected and taken from material which is used for reading lessons.

The teacher does not give the students a list of words to study to spell. Instead, she simply hands a sheet from a spelling tablet to each student. These ready-numbered sheets are a time-saver to use.

The teacher then pronounces each word on the list she has prepared. She corrects the lists at the end of each five words. (See Jr. High Spelling Technique.)

Some words are commonly needed by all students: the name of the city, the county, the country. Some are individual: the person's name, his street address, his father's name, and his mother's maiden name. Both types should be included on spelling lists.

Spelling can be both written and oral. A spelling bee fills in nicely when there are a few minutes available at the end of the day. The same words are used for oral drill as are used for written lessons.

Appended is a spelling and reading lesson based on The Permit to Work.

Penmanship

Legible penmanship is an absolute requirement for anyone hunting a job. Penmanship is not usually taught in secondary schools, and special training students do not want to sit down with a copy book to improve their own handwriting.

We use the blackboard everyday for questions which the students copy. These questions are based on the reading we do, and may be in connection with any subject. The only requirement is that each student have a copy of the same material.

The teacher writes the questions on the board. The teacher's handwriting is not copy-book perfect, and yet is a legible model for the student to imitate. The student copies the teacher's cursive written question. He then turns to the printed material. Here he finds the answer in print. He copies the answer, and as he does so he turns the printed material which he reads into cursive writing, which goes on the page of questions and answers.

Using this technique, the teacher provides penmanship practice daily for each student. When samples are saved over a period of three years, definite improvement can be noted.

The teacher's aim in teaching penmanship at this stage is to provide the student with the skill he needs to fill out application blanks neatly. To gain control of the small muscles of the fingers, wrist, and hand so that one's mother's maiden name of Scheffelbein can be fitted into a space an inch long takes a good bit of practice. It can, however, be done.

RECOMMENDED AND SUPPLEMENTARY MATERIALS FOR
SPECIAL TRAINING CLASSES

I. Contemporary World and Sociology

Text: Kidger, Problems Facing American Democracy. (Boston, Mass.: Ginn and Company, 1940). This is a standard text, issued to each twelfth grader. Much adaptation of material is necessary in planning study questions from this book, but we feel that the extra teacher effort is worth it in order that the text we use be the same as other classes have.

Supplementary:

Team teaching lectures given in HL by the members of the teaching team at Cubberley and outside specialists invited to attend. These lectures are given to a group of one hundred students, of which our class is a part.

The Palo Alto Times

News broadcasts.

News telecasts, related to problems discussed in the group meetings.

Daily News Bulletin from our school.

The Catamount, school paper.

READ Magazine, American Education Publications,
1250 Fairwood Avenue, Columbus 16, Ohio.

Readers Digest, Regular Educational Edition, Educational Department, Pleasantville, New York.

Skilltexts, issued by Readers Digest, Educational Department, Pleasantville, New York.

Of these, we consider the daily local paper of highest value. It reflects the attitude of the community toward national, state, and local problems. At the day's end, any student who so wishes may take the paper home.

II. Developmental Reading

Student-chosen library books.

Rochester Occupational Reading Series, Syracuse University Press, Syracuse, New York.

Read Magazine, Reading Skills Section, American Education Publications, 1250 Fairwood Avenue, Columbus 16, Ohio.

Diagnostic Reading Workbooks, Charles E. Merrill Company, San Francisco 5, California.

Continental Publications, The Continental Press, Pasadena, California.

III. Consumer Education and Family Living

Family Living and Our Schools, Joint Council on Curriculum, N.E.A., D. Appleton-Century Company.

Occupations and Careers, by James Greenleaf, McGraw-Hill.

Field Trips.

Catalogues, newspaper ads.

Parents and women's magazines for articles on child care.

Red Cross Handbook on First Aid and Home Nursing.

Articles and books on teen age etiquette.

Books and films concerning living at home, making a home, being a part of a family.

IV. Vocational Math

Regular textbooks and workbooks.

Rulers, yard sticks, tape measures, measuring cups, measuring spoons

Catalogues.

Order blanks.

Want ad sheets from local and neighboring city newspapers.

Telephone book.

Teacher-written drill sheets.

Articles on budgeting in current magazines.

Interviews with former students who return to class to visit for a day. We use these interviews to work out budgets on the amounts former classmates are now able to earn.

V. Vocational English

Application blanks for Federal employment.

Pens and ink.

Calendar.

Unlined paper.

Typewriter.

Envelopes and stamps.

Application blanks for Social Security cards.

Newspaper: Want ad sections, for jobs we can do. Blanks for writing ads describing services and jobs we can perform for which we know a demand exists.

Western Union Telegraph Blanks.

Application blanks for credit at Sears, Ward's, and local stores.
Teacher-constructed drill sheets for spelling of basic vocabulary:
days, months, names of streets, cities, counties, states, countries,
directions, colors.

In addition to these, we use a dictionary for each student, and
sets of texts as provided for regular classes.

Integrated Subjects

As soon as it is possible for a student to handle the work in a regular
class, he is given an opportunity to try. Matching of student and teacher
personalities is of great importance here.

On the Senior High Level, we have had students in twenty-three regular
classes.

In English, classes open include Developmental Reading, Directed Read-
ing, Journalism I, and C Lane English.

In Mathematics, a student was enrolled in General Math.

In Social Studies, a student took U. S. History in the regular class.
We attend as a class a regular team teaching program for Contemporary
World.

In Science, three students have taken Biology. We read their Biology
lessons as part of our reading class.

In Art, students have taken Beginning Art, Color and Design, Crafts I
and II, Painting and Sketching, Ceramics I and II, Commercial Art I,
Metal Craft, and Mosaics.

In Music, students have attended classes in A Capella Choir, Glee Club,
Band, and Dance Band.

In Industrial Arts, students have taken Aeronautics I, Drafting I,
Electronics I, Graphic Arts I, Metals I, Auto Mechanics I, Machine Shop
I, and Wood I and II.

In Home Arts, students have taken Clothing I and II, Homemaking I and
II, Foods I and II, and Child Care.

In Business Education, students have taken Office Practice, Basic
Business, Clerical Practice, and Typing I and II.

In Physical Education, students are enrolled with their grade level group.

These integrated classes are of great importance, because they give the students a chance to try out his ability to control his temper, to learn to deal with frustrations in facing assignments that at first seem difficult, to learn how to react to teasing from other students, and to learn to do his work as assigned and get it in on time.

INTEGRATED CLASS EXPERIENCE FOR SPECIAL STUDENTS

Introduction

The proof of the Special Training Program is in how the students perform in classes with regular teachers and regular students. In the special class there is a teacher who has had additional training and who is especially interested in their progress. The climate is so structured so they can perform creditably. The real test of the special class comes when the students are in regular classes with teachers who have not had special training.

Peer influence and scheduling

Whenever possible, we schedule our students into regular classes. At their age, peer influence is a greater force for acculturation than any adult influence.

Just what happens when a special training student is assigned into a regular class?

Such scheduling, of course, means that the special training teacher knows both her student and the teacher to whom the student is assigned. This is of top importance.

In biology

Loretta wanted to be a physiotherapist. In order to enter college, she needed a laboratory science. Biology was her choice.

When the special teacher discussed her schedule with the head of the science department, he wondered if Loretta would be able to pass her college science courses. More basic, though, was the girl's right to try out in a high school science course. Without science, she couldn't even enter college.

Loretta was assigned into a regular Biology course, one with an understanding teacher who was especially appreciative of the thoughtful questions the girl asked during discussion periods. Loretta did all the assignments the others did, took the same tests, and completed her project. One period with the special training teacher was called "English." During this time, Loretta and her teacher read each day's assignment aloud, discussed the new words, and worked on techniques of note-taking she could use in following the teacher's lectures. Loretta rated a D the first semester and a C the second semester.

In Loretta's class were several who did not pass, although they were not special training students. We felt that the extra coaching Loretta had from her special training teacher (who learned more Biology than she had previously forgotten) and Loretta's own personal determination were what made it possible for her to succeed in this class.

Three more students have taken regular Biology since then. Loretta broke the pathway for them.

Did this girl become a physiotherapist?

Loretta is now a beauty operator. The state tests which contain sections on the physiology of skin and hair were not frightening to her. The work in Biology had been much more detailed than was required in her beauty course. The skill was in her hands for either physiotherapy or cosmetology. The class in Biology made her beauty course easier for her.

In General Math

Fred wanted desperately to be a pilot, but he lacked good co-ordination. Finally, the desire to take some course connected with aviation became very strong. He wanted Algebra.

After talking the matter over with his other counselor, who was also a math teacher, we agreed to give Fred an aptitude test in math.

He rated a 67, and was placed in a General Math class. The first period of the day Fred went to General Math. Most of the rest of the day he worked away on the thought problems. The first semester he received a D, which went up to a C the second semester. His teacher said, "He's always working. Never cheats. He's right on the job all the time."

Fred is not a pilot. Because of a recommendation of his auto shop teacher, who owned a private plane, he has a job at the airport. He works at upholstering planes.

In Spanish

These assignments have not worked out well, probably because our students do not have the necessary background in formal English grammar to follow the regular class teacher.

We teach Spanish in our room, using the direct method. We have lots of fun, and learn some Spanish as well.

In Home Making

Girls who take homemaking for three years, especially those who remain with the same teacher, turn out credible clothing for themselves.

Homemaking courses are of vital importance to girls who marry young. The special training students find instant satisfactions, both in the clothing which they make for themselves, and in the food they prepare to eat.

In Typing

Some able students have taken typing. We have a typewriter with pica type in our rooms so that they are able to practice outside of class. By the time they are ready for Typing III and IV, the assignments are too difficult. They can learn how to set margins and to center with pica type, but adapting to elite type is too complicated. As a result, their work on an elite typewriter is always set to the left of center.

In order to keep up their skill in typing, students then re-enroll in Typing I and II without credit.

John uses his typing in filling out registration cards for a local health studio.

Special Cases in Typing

Occasionally a physically handicapped student will enroll for Personal Typing in our classroom. One boy had very slow reaction time because of cerebral palsy. A girl with a brain tumor had the use of only one hand. For her we used the textbook for one handed typists.

In Directed Reading

Directed Reading is really a class in Bibliotherapy. Students read silently many books in their general interest field.

Pat was our first student in Directed Reading. She read and reported on 46 books. Jerry followed her the next year. The teacher said, "They start to read as soon as they come into the room. They are not disturbed by the other students. They obey directions the first time I give them."

In Clerical Practice

Three of our students have done acceptable work in Clerical Practice. The teacher has a special gift for working with borderline people. In this class they do filing, typing, alphabetizing, and other routine office jobs.

Leone had hoped to sell dresses. The skills she learned in Clerical Practice have let her work as a clerk in a small grocery store.

In Driver Education

Our people enjoy being with other sophomores in driver education. Each student does an extra project to qualify for a passing grade.

During the nine weeks the sophomores are in driver ed, we put much stress on the subject in our classroom. We work on their special projects

so that they will be done and DONE ON TIME. We read the text and follow the assignments as made in the class.

In Choir

Lois was blessed with perfect pitch, and sang regularly with the high school choir for three years. Her greatest desire, "To be an opera singer or to marry one," may not be realized, but we have enjoyed having Lois participate in this activity.

In Art

Two of our students have taken commercial art. The others in the class accepted them although their produced work was not of the caliber of the rest of the class.

Students are rotated to a different art class each year.

In Crafts

Sometimes our people are more articulate with clay than with words. Two girls have done delightful imaginative clay figurines.

Elenita's hand has much more strength since she has been working with clay. She loves working with the potter's wheel, which also helps her coordination.

In English

Our students do not do very well in regular English courses. When, however, a student feels very strongly about wanting to stay in regular English, we assign him to a three-star section. One girl has taken all her English work in a regular class, although she is not able to make more than a D. Most people, after a year of F work, decide to take English in our core curriculum.

In Swimming and Football

Eric came to us on the 10th grade level with very little achievement in math and reading. He was, however, on the sophomore football team in the fall, and he made the swimming team in the spring. His coach said, "We haven't very powerful teams this year, so there was room for him. Perhaps another year he wouldn't have made the sophomore team."

Finding his name on the list of players each week did Eric's ego a tremendous amount of good.

In Wood Shop

Our students occasionally do very well in wood shop. Frank will be able to become a cabinet maker because of his meticulous attention to detail and great patience in following directions. Most boys do D and C work, because they do not stick to their work without special prodding.

In Auto Shop

This of all the shops is most popular. Most boys plan to buy a car with the first money they earn. One boy showed enough talent for the instructor to recommend him for a repair garage placement as a helper to tear down engines. Although the recommendation was made, this boy was not placed in a garage because of the temper which he had not learned to control.

In Reading Lab

Two of our students have taken Reading Lab. They have been good oral readers, and in the Lab they have improved their silent reading rate.

In Contemporary U.S.

Team teaching is used for this course. Two or three times a week, the students meet in groups of 100 for lectures or films or panel discussions. The other periods are spent in smaller groups with their section teacher. We participate in the team teaching classes. As a class, we chose seats in the last row in the auditorium. From this position, no special training student need worry that a regular student is looking over his shoulder and criticizing the notes he is taking.

The special training teacher attends the lecture sessions with the students. Discussions are held after the lectures on phases which are of importance to the students both now and in the years ahead.

SPECIAL ACTIVITIES FOR SPECIAL CLASSES

The Washing Schedule

Each Wednesday morning at 8:00, Block D students and the teacher check out with the office and walk to the Laundromat, which is in the shopping center adjacent to the school. Here students separate wash into colored clothes and white clothes, and make decisions as to whether to use bleach or not, to use detergent or a mild soap, to use hot or warm water. One student gets the change from the change machine. Another buys the necessary soaps and bleaches. A third puts in the bleach and soap, and sets the temperature gauge. Another fits the dimes into the coin slots and starts the machines going.

These machines are on an eighteen-minute cycle. At the end of the time, the clothes are taken out and put in a dryer. One student gets money to change to nickels, and each student inserts a coin for the dryer. While the clothes are being dried, the whole class walks to the Doughnut Affair, where, for 6¢ each, the teacher buys each one the doughnut of his choice.

Back at the laundromat again, fingers are washed off at the sink, the clothes are removed from the dryer and folded properly, boxed, and carried back to the classroom.

A surprising amount of co-ordination is needed to run these machines. We haven't forgotten the day a girl went after change, and came back with a package of bleach, or the day a boy loaded clothes and soap into a machine, inserted dimes, and had the hot water pour into the machine next to the one he expected to use for the washing! That necessitated a quick change-over of the clothes to the right washer. We haven't learned how to retrieve dimes once they've gone into the coin slots!

Washing is now a task which students in Block D can take over for their mothers.

Banking Day

On the first of every month, we make a trip to the bank. One student makes out the deposit slip for the teacher's salary. Another lines up to deposit the money. Another writes the check for her house payment, and waits at a payment window to get a receipt.

Back in the classroom, more checks are written: one for a payment for an encyclopedia, one for payment on a loan, one for the telephone company, one for the utilities, one for each of various Charge-a-plates. After each check is written, the book is balanced. This is practical subtraction, with real-life bills to be paid.

One class this fall had a chance to go to the loan company when money was borrowed to buy a house. This class knows that innumerable trips may be necessary to get through all the details on a real estate purchase.

Mailing Lists

Preparing mailing lists is a possible activity which may be carried out in class. This year we have done ten issues of a mailing list which covers many towns.

The stamped envelopes are furnished to us, as well as the mailing list and the newsletter to be sent.

Addressing of the envelopes is a prestige job going to the persons with the best handwriting. We have found this is a job which is best to let one student at a time work on. Then all work is done carefully, with a minimum of chatting. Next the newsletter is gathered, folded into fourths, inserted in the envelopes, and the envelopes are sealed. This process takes place around a long table. Another prestige job calling for discrimination in reading is sorting the envelopes into stacks of "Local" and "Out of Town." Strips from the post office are wrapped around each bundle. When all are sorted and put into bundles, and with the few foreign addresses carefully segregated so that they can be weighed at the branch office for extra postage needed, we walk over to the branch office in the shopping district and check in with the postmaster there.

PATA Bulletin

Between 1,000 and 1,200 copies of the Palo Alto Teachers Association Monthly News Bulletin are assembled by our class each month. These are printed at Cubberley, and sent to us in large cartons.

Gathering the nine pages of each issue in order is the first task. Four at a time work at this, with one person sitting along the long side of the table to be sure that each person picks up one copy of each sheet. These are stacked, and taken to the stapler.

The stapler straightens the sheets again if necessary, and staples them at the corner. At the beginning of the year, only two people had enough hand co-ordination to do this task. Now all excepting one can run the stapler. Next year we plan to use an electric stapler from our print shop.

One person with good handwriting prepares the covers for each school. These bear the name of the school, Cubberley for example, the rank of the school on the delivery list, and the number of bulletins to be left with the school secretary (88). There are thirty such sheets to be prepared. Cubberley bulletins are delivered by foot, as are those for Greendell, an elementary school at the corner of our campus.

The rest are stacked into boxes with #30 at the bottom, #29 next, and so on. Then we start delivery of the bulletins. We can check out with the office, make deliveries at six schools, and be back at the school within a 55 minute period. The students take turns delivering the packages of bulletins to the secretaries. One shy boy who used to take someone along to talk for him is now champion deliverer. He has walked over most of Palo Alto, and knows the short cuts to each school. Each student takes a turn at finding the office and handing over the bulletins to the secretary. We consider this contact with new adults an excellent one.

Meanwhile, one student carefully notes the mileage on the odometer at each stop. This turns into a math lesson on decimals when we return to the classroom.

Sorting of Collections

Another task we undertook this year was sorting out of boxes of odds and ends collected by the Future Medical Associates (one girl is a member) for use at Agnew State Hospital. As knitting needles, buttons and bows, types of yarn and lace, and empty plastic bottles are separated, packed, and labeled for the wards needing them, we learn new words to add to our vocabularies as well as seeing them written. This type of sorting into catagories is useful on jobs available to people later through the Good Will.

A Double Program

Excepting for the times when we go to the laundromat or to the post office, or to deliver bulletins, two groups are working, one on the work job and one on academic lessons. Work on the assembly line goes in 20 minute shifts, with jobs changing frequently so that everyone practices each skill and people do not get tired.

JOB PREPARATION

Job preparation includes both jobs within the school and work experience within the community.

Experiences within the school include such jobs as pot washer and wiper, dish room boy, and dishwasher in the cafeteria, office practice jobs with the nurse and attendance secretary and textbook room clerk, and working on clerical jobs such as preparing and assembly of materials for district distribution, stapling, gathering, stuffing, stamping, and bundling envelopes for mailing.

In the community, students are placed on jobs either for two hours of the school day on regular work experience, or on after-school jobs. One of our boys went as a janitor trainee to Easter Seal Camp. At the end of a month, he became a counselor at 150% increase in pay! Three of our students started at Hewlett-Packard on Work Experience. After graduation, they kept on working at labeling, packing in the shipping room, and at cleaning machinery after runs. One boy works on upholstering in private planes at the airport. Another uses his typing to fill out forms for a Health Studio. One boy is a carpenter's helper. Another is a career Marine. One girl has a manicurist's license, while another girl finished beauty school.

Several girls are on mother's helper jobs. Several girls are married and are raising their own families. News of new jobs, new husbands, and new babies are relayed back through letters, telephone calls, or personal visits of former students to our room.

Things We Wanted to Find Out

1. What kinds of jobs do we want?
2. What kinds of jobs can we get?
3. Where do we find out about jobs?
4. How can the Youth Desk, California Department of Employment help us?
5. Why do we need a high school diploma?
6. What things can we learn at Cubberley that will help us on jobs?
7. What chances are there right here of finding out if we are ready for jobs?
8. What is a Social Security Card?

9. Why should we have a Social Security Card?
10. Where do we get an application for a Social Security Card?
11. How much does a Social Security Card cost?
12. How does the daily paper help in getting jobs?
13. Why do we sometimes write a want ad when we want a job?
14. Why is it a good thing to have our own transportation?
15. Why should we learn to read a Palo Alto map?
16. How can a telephone help in getting a job?
17. What kinds of jobs do people who have finished the Special Training course get?
18. How much do they make?
19. How do they spend their money?
20. What happens when we lose a job?
21. Why isn't our take-home pay the amount we agreed to work for when we took the job?

What We Found Out

1. Some of us know what kind of work we want to do. Others are undecided.
2. Some kinds of jobs are not hard to get: clean-up work in shops, taking care of children, doing housework, gardening, busing dishes, and working in kitchens. Some other jobs we get are as a carpenter's helper, on an assembly line in an electronic manufacturing plant, or as copy typist.
3. We find out about jobs from other people, from the want ads, and from employment bureaus.
4. We need a high school diploma because for many jobs we can't even apply unless we are a high school graduate. We are not guaranteed a job because we have a diploma. It simply means that we can apply for more kinds of work.
5. We get an application for a Social Security Card from the post office. It doesn't cost us anything. We need a Social Security account number when we go to work. We will use the same account number for our whole life time.

6. From the want ads we find out who is hiring, what kind of work they want done, and for whom we ask when we apply for work.
7. If we have a skill for which no one is asking, we can write an ad of our own.
8. We need a way to get to work. There aren't many bus routes in Palo Alto. We need a bicycle or our folks need to take us to work until we are old enough and are earning enough to have a car.
9. When we read a map, we find the quickest way to get to work.
10. We can telephone and ask if a job is still open. Telephoning saves us much time when job hunting. It also lets us tell our boss when we are going to be late, or when we must be absent because of illness.
11. People who have graduated from special training often come back to visit. One is a career Marine; one makes laminated wood used in skis; one sells platters in a record shop. Several work taking care of children. One works in a small grocery store. One is a carpenter's helper. One has a beauty operator's license and another has a license as a manicurist. One works as a cabinet maker's helper. One works on regular construction jobs. One does upholstery work on planes. One works for a health salon.
12. Because the kinds of jobs we get are plentiful, we do not need to be out of work. If we want to, we can stay on the same job and in the same company for years. The skills we learn in one place can be used in a similar job in another place.
13. If we lose a job, we try to find out why. Most people lost jobs because they do not get to work on time, or take too much time for coffee breaks, or do not get along with the rest of the workers. These are mistakes which we need not make again.
14. On the next job, we try to avoid making the old mistakes and to really make good as a worker.

SUMMARY

Everyone's day is made up of twenty-four hours. The people responsible for preparing a special training student for work experience share their work with everyone with whom the student comes into contact.

In the beginning, the job is the parents' task. This is shared later by the bus driver and the primary teacher. As the child grows older, he takes on more and more responsibility for himself and his actions. Some are able to walk to school by themselves. Others are able to ride a bicycle safely. Some, because of distance or other reasons, remain under the care of a bus driver between home and school and back home again.

By the time a student is in junior high school, he begins to attend classes outside of the special room. Now the task of training is shared by the regular teachers who are able to include one or two special training students in a section of their classes.

Most of all, though, the responsibility remains that of the student himself.

We feel that the integrated program is of importance to eventual job placement for four reasons.

First, each student finds the success he needs in the planned work of the special training department. Each day has work in reading, in writing, and in math which is used in every-day life and job situations.

Second, through regular classes, special training students find out that although they may be the best in our room in a certain field, they are not the best in other rooms. This alternate touch with reality is a good thing to have with the daily meeting of success within our room.

Third, through meeting and getting along with students in other classes, our people have a normal teen-age pattern to follow. They see how others dress, talk, and behave. They often find out that special class behavior is more adult, because our students will be ready for jobs sooner.

Fourth, through being in other classes, our students meet the people who will be their employers. No one who has watched the patience with which Betty does an art assignment would hesitate to hire her for work which most people find tedious. Anyone watching Bud as he sticks to his cafeteria job day after day would have any doubt about his showing up for the regular job in a cafeteria or restaurant.

A watchman is on duty at the shopping center each day. We always greet him when we go on errands. A few days ago, he remarked, "There is a great change taking place in your students. I can tell the difference, whether they come over here with you or with their friends at noon. They're much more grown up. They've learned a lot this year."

This comment is perhaps the most heartening thing we have heard. The students are taking over the responsibility for more and more of the twenty-four hours which make up their day.

CREDENTIAL QUALIFICATIONS

Both San Francisco State College and San Jose State College offer courses leading to the Credential to Teach Exceptional Children. Other schools such as the University of California and University of the Pacific also offer such courses.

The section of the Educational Code dealing with credential requirements is appended. The date of this section is May 1, 1960.

It is recommended that experienced teachers who feel an interest in this field send their transcripts of credit to the State Department for evaluation.

TITLE 5 CREDENTIALS FOR PUBLIC SCHOOL SERVICE
(Register 60, No. 6—3-19-60)

Article 36. Credential to Teach Exceptional Children

391. Definitions. (a) "Exceptional children" as used in this article means all physically and mentally handicapped minors as defined in Education Code Sections 6801, 6901, 6902, and 6903.

(b) "Acceptable" as used in this article means accepted for credentialing purposes by the California State Board of Education.

History: 1. New Article 36 (§§ 391 through 394) filed 7-27-55 as an emergency; effective upon filing (Register 55, No. 11).

2. Amendment filed 3-14-60 as an emergency; effective upon filing (Register 60, No. 6).

3. Certificate of Compliance—Section 11422.1, Gov. Code, filed 5-16-60 (Register 60, No. 12).

392. Application. An applicant for the credential to teach exceptional children shall comply with the procedure prescribed for application (Section 201) and shall have completed a program including the following minimum requirements:

(a) Possession of a valid regular teaching document of the kindergarten-primary, general elementary, junior high school, or general secondary type, except that an applicant for a credential to teach, in special day classes, exceptional children who are deaf or hard of hearing may substitute for the valid regular teaching document an acceptable bachelor's degree and 10 semester hours of acceptable professional work in education required for a regular general teaching credential.

(b) Completion of 24 semester hours of upper division or graduate work in an acceptable college or university, including coverage of the following general area and any area of specialization in which authorization is sought.

(1) *The general area* shall include each of the following:

(A) Education of exceptional children.

(B) Counseling and guidance for the handicapped.

(C) Speech development or speech correction.

(D) Four semester hours of directed teaching in the area of specialization. One year of successful full-time teaching experience in the area of specialization may be accepted in lieu of the directed teaching requirement.

An applicant for a credential to teach, in special day classes, exceptional children who are deaf or hard of hearing need not complete (A), (B), and (C) of this general area.

(2) *The areas of specialization* are in teaching the following exceptional children: visually handicapped, deaf or hard of hearing in special day classes, pupils in remedial classes in speech correction and lipreading, mentally retarded, and orthopedically handicapped including the cerebral palsied. Special preparation required in the respective areas of specialization shall include the following:

(A) **Visually Handicapped:**

1. Anatomy and physiology of the eye.

2. Curriculum and methods of teaching the blind.

3. Curriculum and methods of teaching the partially seeing.

4. Social and vocational rehabilitation of the visually handicapped.

5. Vision screening.

6. Additional preparation in any area of specialization to complete 24 semester hours.

(B) Deaf or Hard of Hearing in Special Day Classes:

1. Techniques of teaching communicative skills to the deaf, including lipreading and auditory training.
2. Language development for the deaf.
3. Observation and participation in classes for deaf children.
4. Techniques of teaching elementary school subjects to the deaf.
5. Electives selected from at least two of the following areas: audiometry, phonetics, anatomy, and physiology of speech and hearing organs.
6. Additional preparation in any area of specialization to complete 24 semester hours. An applicant who is deaf may substitute for part of requirements (1) and (5) preparation which is considered appropriate by the Department of Education.

(C) Speech Correction and Lipreading in Remedial Classes:

1. Advanced speech correction.
2. Lipreading.
3. Aural rehabilitation, including audiometry and hearing conservation.
4. Phonetics.
5. Clinical methods and clinical practice.
6. Additional preparation in any area of specialization to complete 24 semester hours.

(D) Mentally Retarded:

1. Curriculum and methods of teaching the mentally retarded.
2. Arts and crafts.
3. Mental deficiency.
4. Additional preparation in any area of specialization to complete 24 semester hours.

(E) Orthopedically Handicapped Including the Cerebral Palsied:

1. Curriculum and methods of teaching the orthopedically handicapped.
2. Survey of physical defects.
3. Speech correction for the cerebral palsied.
4. Arts and crafts for the handicapped.
5. Additional preparation in any area of specialization to complete 24 semester hours.

- (c) **Credit for Experience.** (1) Credit for successful full-time experience in teaching classes for exceptional children in the area of specialization in which authorization is sought may be allowed at the rate of four semester hours for one year of such experience and shall be applied to the requirements of subsections (b)(1) and (b)(2), in that order.

(2) In order for an applicant to receive such credit, he shall meet the requirements of subsection (a) and shall verify completion of the following preparation applicable to his area of specialization:

(A) Visually Handicapped:

1. Anatomy and physiology of the eye.
2. Either curriculum and methods of teaching the blind or curriculum and methods of teaching the partially seeing.

(B) Deaf or Hard of Hearing in Special Day Classes:

1. Techniques of teaching communicative skills to the deaf, including lipreading and auditory training.
2. Language development for the deaf.

(C) Speech Correction and Lipreading in Remedial Classes:

1. Advanced speech correction.
2. Lipreading.

(D) Mentally Retarded:

1. Curriculum and methods of teaching the mentally retarded.
2. Arts and crafts.

(E) Orthopedically Handicapped Including the Cerebral Palsied:

1. Curriculum and methods of teaching the orthopedically handicapped.
2. Survey of physical defects.

(d) Postponement of Requirements. An initial credential valid for two years may be issued on the basis of postponed requirements to an applicant who meets the requirements in subsection (a) if he:

(1) Has completed the preparation for his area of specialization outlined in subsection (c), or

(2) Has had one year or more of successful full-time experience in teaching classes for exceptional children in the area of specialization in which authorization is sought. Such an applicant may be allowed toward the 24 semester hours specified in subsection (b) a maximum of 18 semester hours of credit for such experience gained prior to the granting of the initial credential to teach exceptional children, the allowance to be at the rate of four semester hours of credit for each year of such experience.

A credential to teach exceptional children granted on the basis of postponement of requirements may be renewed for two-year periods if the applicant's training includes the work for his area of specialization set forth in subsection (c) and if he has completed, during the life of the credential, six or more semester hours of acceptable preparation toward fulfillment of the requirements of subsections (b) (2) and (b) (1), in that order.

393. Authorization for Service. The credential to teach exceptional children authorizes the holder to serve as a teacher of exceptional children in special day classes or remedial classes in elementary and secondary schools in the area or areas of specialization named in the credential.

394. Term. The credential to teach exceptional children may be issued for a period corresponding to the term of the valid regular basic teaching document held, except that when such document is an unlimited credential or a life diploma the initial credential to teach exceptional children may be issued for a period of five years and may be renewed for periods of five years.

The initial credential to teach, in special day classes, exceptional children who are deaf or hard of hearing will be granted for a two-year period when the applicant does not hold a valid regular teaching document specified in Section 392(a).